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THESIS – THÈSE

Title of Thesis – Titre de la thèse: Perceptions of Early Teacher Development Using a Tri-Paradigmatic Framework.

Degree for which thesis was presented / Grade pour lequel cette thèse fut présentée: M.Ed.

Year this degree conferred / Année d'obtention de ce grade: 1985

University – Université: Alberta

Name of Supervisor – Nom du directeur de thèse: Dr. Ken Jacknicke

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PERCEPTIONS OF EARLY TEACHER DEVELOPMENT USING A TRI-PARADIGMATIC FRAMEWORK

by

BRIAN WILLIAM NEILL

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF EDUCATION

DEPARTMENT OF SECONDARY EDUCATION

EDMONTON, ALBERTA

FALL, 1985

THE UNIVERSITY OF ALBERTA

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K. L. Jacknicke
Supervisor

....

....

Date October 2, 1985

This thesis is dedicated to

my son Aidan

who, as a young boy, delighted
in creating "books" for his
daddy.

ABSTRACT

The purpose of this study was to examine and describe early teacher development as it related to the Ed.C.I. 352/Ed.Pr. 353 courses, an early professional experience. In order to study this development, a self-growth experience was provided during Ed.C.I. 352, using dialogue and a problematic approach to the presentation of course material. Provisions for expressions of student self-growth were made in the form of journal reporting, course assignments and semi-structured interviews.

The Ed.C.I. 352 class consisted of 25 students of which eight volunteered to participate in three semi-structured interviews: at the beginning of Ed.C.I. 352; at the end of Ed.C.I. 352; and during the final week of the practicum experience. All students agreed to participate in journal reporting which was monitored at regular intervals by the researcher, with written comments in each journal. The students also participated in a Curriculum Orientation Profile, which roughly coincided with the interview scheduling.

The results of the curriculum profile indicated that self-actualization of the child and the development of cognitive processes were the preferred orientations. In the former case, students entered the course with this orientation; but in the latter, students were influenced by the Ed.C.I. 352 course.

The results from course assignments offered student reflections on teaching, what it means to be a teacher, and their present development with respect to teaching. Various stages of development, from survival through subject mastery, to concern over pupils, were identified.

Journal reporting provided an added dimension to dialogue between the researcher and student, and gave a view of student self-growth as it occurred. As well, it provided an effective monitoring of Ed.C.I. 352 from a student/ teacher perspective.

Student-volunteer interviews were content analyzed for three themes: development of a personal teaching style; integration of theory and practice; and, a critique of Ed.C.I. 352/Ed.Pr. 353. Self-growth through the development of a personal teaching style was observed in each case but the level of preparedness, compared to that of a first-year teacher, varied.

A weakness in the presentation of Ed.C.I. 352 was recognized with respect to the integration of theory and practice and was perceived, by the students, to centre around the problem of maintaining classroom discipline.

Generally, the students felt that they had been prepared adequately, for the Phase II experience, by Ed.C.I. 352.

ACKNOWLEDGEMENTS

First, and foremost, I would like to thank my wife, Bonnie, for sharing the agony and ecstasy of our risk-taking adventure--leaving a "comfortable pew" for the unknown, in true pioneer spirit. Also, our son Aidan, for his patience and undemanding understanding during the study and writing phases.

I am grateful to the Department of Secondary Education, University of Alberta, and its staff for providing me with a growth experience "par excellence," initially with Ed.C.I. 549/550 and the works of Paulo Freire, followed by the dynamism of courses given by Ton Beckman, Val Suransky and Michael Apple. The daily contact with department staff members was invaluable.

I am thankful to the Ed.C.I. 352 class which became the focus of my attention during the study and, in particular, the student-volunteers who made this study possible through their willingness and cooperation. To my co-teacher/learner, Dr. John Jagodzinski, who shared with me this "magical mystery tour," I am gratefully indebted.

I would also like to thank Dr. Dwight Harley, DERS, for his patience and assistance in analyzing the curriculum profile data.

A special thanks to Joanna Kimball for her excellent effort in typing the thesis.

Finally, but by no means least, my supervisor, Dr. Ken Jacknicke, who offered food and drink to me after the dry ride across the prairies, first, in an intellectual sense, during Ed.C.I. 549/550 with respect to "praxis" and, second, in an emotional-come-spiritual sense, during the "special Friday seminars" and mountain experiences, when I needed it most.

As a post-script, I would like to thank Mr. Dale Armstrong for his support and constant questioning, "When are you going to write your thesis?"

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CHAPTER I

THE PROBLEM

Introduction

Ed.C.I. 352 is the first of the required three Ed.C.I. courses for secondary education students. It is designed as a course leading students into curriculum and instruction at the secondary school level. Since it is an introduction to curriculum and instruction, it is necessarily generalistic in approach. Succeeding Ed.C.I. courses are increasingly subject specific in their orientation. Companion to Ed.C.I. 352 is its practicum experience component--Ed.Pr. 353 (Phase II). This is the second practicum experience for secondary education students and represents the first full-time teaching experience.

The present organizational framework of the undergraduate program for secondary students evolved from directives of the Undergraduate Studies Review Committee (USRC, 1977) and the Committee on Basic Skills and Knowledge (CBSK, 1978). These Faculty of Education Committees and the responses from the Department of Secondary Education formulated the program as it now exists.

Influential variables during an educational process include making productive use of time, efficiently utilizing space, and perfecting teaching skills, but people still remain the most important ingredient in teaching. The significance of human priority and the important quality of human uniqueness, potential and dignity is recognized. Concerns dealing only with the effectiveness of teaching skills and techniques is not enough. It is important to attend to the interaction between individuals and groups--the nature of relationships between human beings.

> The purpose of this program is to provide the evolving teachers with several approaches to teaching--approaches that make human beings pivotal to the learning process, and that encourage joint interaction of students and teachers with their environment. An over-all goal is a kind of teacher education which theorizes, practices, probes, questions, challenges, analyzes, and reflects. If teaching is to be considered a personal experience, then it must seek to increase self-awareness and self-acceptance through organized experiences which encourage self-reflection. (Jacknicke, ed., 1980)

Statement of the Problem

An examination of the purpose of the program leads initially to the question of teacher development. Is there evidence of a growth pattern emerging during the initial stages of professional development? Subsequent to this is the question of the degree to which self-growth (self-awareness, self-acceptance and self-reflection) are developed in the Ed.C.I. 352/Ed.Pr. 353 experience.

The Purpose of the Study

The purpose of the study is:

1. To examine and describe professional development within the Ed.C.I. 352/Ed.Pr. 353 courses;
2. To provide a self-growth experience, in terms of critical reflection, for Ed.C.I. 352 students; and
3. To provide a vehicle for the expression of self-growth in the form of journal reporting and interviews.

Definitions and Conceptual Framework of Ed.C.I. 352

Multidimensional

Teaching involves a network of experiences, meanings and approaches which implies a multi-dimensionality to the process. Teaching should be dynamic, never complete, but constantly under review, striving for understanding. Teaching is not a "recipe" implemented by a technician. Ed.C.I. 352/Ed.Pr. 353 provides opportunities to experience a variety of curriculum orientations and teaching experiences, which should result in the development of a personal teaching style (Jacknicke, ed., 1980).

Interaction

The learner and the environment interact in meaningful learning situations. The greater the frequency, variety and intensity of the interaction, the more meaningful will be the learning. Each individual brings to the interaction a framework of experiences and meanings. As these are shared, they help build genuine participation, personal decision making, commitment and, therefore, responsibility (Jacknicke, ed., 1980).

Self-growth and Understanding

Teaching is a social activity which centres around human relationships. Dialogue with other human beings is necessary if self-growth through interpretation and understanding of teaching experiences is to be made. Coming to understand what it means to be a teacher is something everyone must do for him/herself. Since there is no all-imposing reality, formula, recipe or plan of teaching, educators should attempt to become aware and conscious of the many alternatives of being a teacher (Jacknicke, ed., 1980).

Skills and Techniques

The successful mastering of the rudiments of teaching skills enables the teacher to engage in higher levels of thought and in conceptualizing about the teaching act. The acquisition of skills and techniques is only a means by which certain teaching goals can be accomplished (Jacknicke, ed., 1980).

Sequential Growth

Self-growth requires a sequential development of theory, practice and reflection which stimulates increasing levels of analysis and awareness (Jacknicke, ed., 1980).

Shared Reflection of Theory and Practice

There is an interaction between theory and practice; one always influences the other. During teacher development, opportunities should be provided to examine theory and practice interactions (Jacknicke, ed., 1980).

Potential to Change

The potential to change is a function of society, education and the individuals operating within this framework (the teachers, students, parents, administrators, governments, etc.). The following points should be considered:

I. Society
   a) Canadian society has been created by the efforts of human beings interacting daily;
   b) Society remains or changes depending upon the values and actions of the citizens who are members of particular institutions; and
   c) These institutions are socially created and, therefore, retain the potential to be changed by the human beings making them up.

2. Education
   - d) The reality of education has been socially created;
   - e) Schools are what they are because human beings have made them that way; and
   - f) Whatever school life is (or becomes) depends upon values, beliefs, assumptions, skills and meanings which teachers, students, etc., bring to the interactions and experiences of education.
3. Teacher Development and Potential to Change
   - g) If education is the result of human thought and effort, then it remains within the power and potential of the teacher (and others involved in the teaching act) to alter or construct new forms of education; and
   - h) Student teachers should be made aware that what has been educationally constructed over the generations need not be thought of as a static and unchanging reality (Jacknicke, ed., 1980).

Delimitations

The proposed study will centre around the Ed.C.I. 352/ Ed.Pr. 353 teacher education courses of the Department of Secondary Education, University of Alberta. The researcher will instruct, interact, conference and interview students enrolled in these courses. Teacher development is an ongoing process involving pre-service and in-service periods. It is beyond the scope of this study to consider either the totality of teacher development or the progression of a first-year teacher or other phases in teacher preparation.

Assumptions

The study is based on several assumptions:

1. That the scope of the study, involving a particular stage of teacher training, will yield meaningful results;
2. That teacher development is not a one- or two-year process, but rather is ongoing and dynamic;
3. That the study will provide a deeper understanding of the development that occurs during these early required Ed.C.I./Ed.Pr. (or professional) courses; and
4. That members of the study group and student-volunteers will be able to recall and relate their thoughts relative to their pre-practicum (Ed.C.I. 352) and practicum (Ed.Pr. 353) experiences.

Limitations

The following limitations are inherent in this study:

1. The data for this study were gathered from the perceptions of 25 members of the study group and eight student-volunteers while the analysis and discussion were based on researcher intuition and interaction;
2. The data and analyses were bound in and relative to the individual participants of this study; and
3. The student teachers in this study may be too content-oriented to perceive the importance and relevance of critical reflection in their development.

CHAPTER II

REVIEW OF SELECTED LITERATURE

Introduction

> To believe that one has had a positive influence in the life of another is the reward of teaching. It is this belief that stimulates, that provides the impetus for a teacher to be an active mediator, a facilitator, a manipulator of time and environment. . . . teachers affect eternity for no one knows where their influence ends. (Weber, 1982, p. 14)

From Plato to Piaget and beyond, questions have been asked to give an understanding of teaching and learning--what is "teaching" and what is "learning" and what relationship exists between these two phenomena? Before studying the historical relationships of teaching and learning, an account of the meanings of key terms should be considered. These terms will necessarily include the following:

> educate (L.) From L. ēducātus, pp. of ēducāre, to educate; allied to L. ēdūcere, to bring out.--L. ē, out; dūcere, to bring. (Skeat, 1963)
>
> knowledge (E.) M.E. Knowledge, Knauleche; from knowlechen, ub., to acknowledge. Here--lēchen = A.S.--loēcan (as in M.E. nēhlēchen, A.S. nēahloēcan, to approach). And--loēcan is from the A.S.--lāc, the same word as A.S. lāc, a game, sport, play. (Skeat, 1963)
>
> know, to be assured of (E.) M.E. knowen. A.S. cnāwan (pt.t. cnēow, pp. cnāwen). +Icel. knā, O.H.G. chnāan. Further allied to Pers. far-zān, knowledge; O. Irish gnath, know, accustomed, W. gnawd, a custom. (Skeat, 1963)

learn (E.) M.E. lernen. A.S. leornian + G.
lernen, to learn. Teut. type liznōn; from
liz(a)noz, pp. of leisan-, to trace out,
of which the pt.t. lais occurs in Goth.
with the sense 'I know', i.e. have found
out. Hence also Teut. laizjan-, to teach,
as in A.S. lo͞eran (G. lehren), to teach.
(Skeat, 1963)

teach (E.) M.E. techen. A.S. to͞ecan to show
how to do, shew, pt.t. to͞ehte, pp. to͞eht.
Formed from tāc--base of tāc-en, a token.
Allied to GK. I shew, cognate with.
(Skeat, 1963)

An etymological consideration of these words shows the interconnections of their root meanings. Learn has "to teach" contained in its meaning and teach derives "cognate" within its meaning. Cognate and its derivative cognisance (not included above) leads back to the root meaning "know" and "knowledge." Educate, "to bring out," perhaps links the others in a common rootedness. Since this interrelationship can be seen, some suggestion of the difficulty in completely describing each separately can be appreciated. It would, therefore, be meaningful to trace teaching and learning from an historical perspective.

Historical Framework of Teaching and Learning

Answers to questions in education which focus on teaching and learning have often been sought in psychology. Historically, psychologists have focused more on theories of learning than on theories of teaching. Educators and philosophers round out the theory base and John Dewey once suggested that "philosophy in action" described theory

(McDaniel, 1979).

Early learning theories were based on the assumption that the "mind" has certain innate qualities that determine what a person "knows." This mind-centred notion influenced learning theory from Plato to the twentieth century. Morse and Wingo (1962) state that probably "more teachers have accepted it as a guiding psychological idea than have accepted all other psychological concepts put together."

The Socratic Method historically is the first teaching and learning theory. It is the derived theory of teaching from the Socratic-Platonic concept of learning. The teacher, in Plato's view, is a midwife to knowledge, who helps another recall innate abstract knowledge which the immortal soul has but forgets in the trauma of birth (McDaniel, 1979). Systematic questioning, the cornerstone of the Socratic method, is used by the teacher to help the student to recall knowldge, to remember ideas concerning intellectual and moral truths about man and the universe and to exercise the faculty of reason that is "the eye of the soul" to Plato. In this way, moral knowledge and intellectual knowledge become inseparable in the educated, harmonious soul.

Classroom practices of the past two decades have been affected profoundly by the Enquiry Method--a modern version of the Socratic Method. One of the main proponents of this method was Joseph Schwab who outlined its teaching component:

> . . . the processes of data gathering, analysis, and experimentation are under the control of the learner himself. . . . [L]earning is under the autonomous control of the learner, who not only finds out for himself but also determines how he will go about finding out for himself. (Seifman, 1971)

Schwab (1969) describes what happens in the student-centred, enquiring classroom with respect to the new role for the teacher:

> Now his role is to teach the student how to learn. His responsibility is to impart to the student an art, a skill, by means of which the student can teach himself. This art consists in knowing what questions to ask . . . when to ask them, and where to find the answers. This kind of skill is learned by doing, by exercise and is taught by guiding the doing.
>
> Hence the enquiring classroom is one in which the questions . . . exemplify to the student the sorts of questions he must ask . . . . (Emphasis mine) (p. 34)

Central to the Socratic Method is the idea that the student pursues his own path to learning through a process of questioning. Within the Socratic/Enquiry theory, teaching is viewed as an activity dependent upon a teacher's skill in asking the kinds of questions that arouse student interest and perplexity in the student's mind and answers are arrived at through dialogue, discussion and independent research. The goal in this form of instruction lies in the student's ability to perceive principles and concepts and assign meaning to them.

Jean Jacques Rousseau's education of the "natural man" is a departure from the Socratic Method. Rousseau's ideas in education can be traced in his works of the early 1760s: Emile, The Social Contract and The New Heloise.

Rousseau's impact was so profound that his educational thought can be traced to John Dewey in the early twentieth century and to the open education movement in the 1960s (McDaniel, 1979).

Rousseau's theory of learning and teaching is like Plato's on the following points:

1. Learning was an active process of developing certain innate powers (essentially experience);
2. The teacher was a guide who confronted the student with problems and perplexities which would stimulate educational growth; and
3. Education was a process which incorporated the mental, moral and physical development of the individual.

Rousseau differed from Plato on two key points. First, "natural man" (man uncorrupted by artificial and distorted social and educational practices) was the goal of education. Second, he formulated one of the earliest developmental psychologies as follows (McDaniel, 1979):

Age	Stage	Power	Education
0-2	Infancy	Feelings	Good habits
2-12	Boyhood	Senses	Games and drawing
12-15	Pre-adolescence	Reason	Geography, astronomy, environment
15-20	Adolescence	Desire and emotion	Reading, travel
20-25	Maturity	Will	Social, political, family life

> Each faculty or power within the growing child emerges in turn with education experiences arranged by the tutor to correspond to the given power. (McDaniel, 1979)

Rousseau views knowledge as self-knowledge which enables the student to know who he is and that learning is through experience which directs the developmental sequence. Knowledge first comes through the senses and only later through reason, and thus the object of education--the development of manhood--is achieved.

The teacher's role is to determine the readiness of the student, to structure the environment, to stimulate awareness for each learning experience.

Dewey's "New Education," at the turn of the twentieth century, was quite compatible with Rousseau's theories on education. For Dewey melded aspects of Darwinian Evolutionary theory with the Romantic Naturalism of Rousseau to formulate this new or progressive education. Subscribers to this theory followed three tenets:

1. A child-centred curriculum that revolved around perceived learner needs;
2. An approach to learning that was based on the scientific method and reflective thinking; and
3. A theory of teaching in which the teacher's role was to provide active learning experiences so the learner would solve the problem(s) by employing the scientific method.

Dewey (1938) describes the learner:

> His senses are avenues of knowledge not because external facts are somehow 'conveyed' to the brain but because they are used in doing something with a purpose. . . . As a matter of fact, every perception and every idea is a sense of the bearings, use, and cause of a thing. (pp. 142-143)

Knowledge, then, comes to the learner through the external world of things, and

> . . . problems are the stimulus to thinking . . . [for] growth depends upon the presence of difficulty to be overcome by the exercise of intelligence. (Dewey, 1938, p. 79)

In the 1960s, a neo-progressive movement called "open education" was developed with much assistance from the works of Piaget (1952, 1963) and Bruner (1960). During this period in the United States, social upheavals were evident as indicated by the Vietnam War, urban riots and student revolutions. For Rousseau, in eighteenth century France, and Dewey, in early twentieth century America, the focus for reform centred on social institutions. The school was viewed as being dehumanizing, impersonal, bureaucratic and rigid (McDaniel, 1979). The reformers (Dewey *et al.*) called for a revitalization of teaching and learning by opening the school and classrooms. Open school advocates of the 1960s voiced their dissatisfaction with the boring formalism of traditional schooling.

Don Tunnell (1975) defines open education as follows:

> Open education is that form of educational practice which is characteristically regulated by the following rules:
> 1. Students are to pursue educational activities of their own choosing;
> 2. Teachers are to create an environment rich in educational possibilities;
> 3. Teachers are to give a student individualized instruction based on what he/she is interested in but they are also to guide the student along educationally worthwhile lines;
> 4. Teachers are to respect students. The following count as exhibiting respect for the

> student:
> (a) the student is granted considerable freedom; he/she is for the most part autonomous,
> (b) the students' interests and ideas are considered to be important . . .,
> (c) there is considerable interaction between teacher and student . . .,
> (d) students are rarely commended . . .,
> (e) students' feelings are taken seriously. (p. 17)

Open educators, John Holt (1976) and Herbert Kohl (1970), echo Rousseau's words and contend that the child is naturally good, exploratory and innately curious, and learns by doing. The connection between choice and intelligence was expressed by John Dewey:

> A choice which intelligently manifests individuality enlarges the range of action, and this enlargement in turn confers upon our desires greater insight and foresight, and makes choice more intelligent. (Richard Bernstein, 1960, p. 276)

The modern version holds that learning results only when the student is led to make sense out of his/her own experience. This is recognized as the discovery/problem-solving/experience-based approach to teaching and learning.

Juxtaposed to the student-centred and student-initiated open theories of teaching and learning is behaviorism, one of the most influential theories in modern education. Historically, the conditioning theories of learning can be traced to John Locke, a seventeenth century English philosopher and his great work, An Essay Concerning Human Understanding. Locke did not subscribe to the human mind as a repository of innate ideas or "primary notions." He assumed that the human mind should be "considered only as a white paper, or wax, to be molded and fashioned as one pleases" (Gay, 1964). Locke felt that the goal of the teacher is "to settle in them [students] habits, not angrily to inculcate rules" (Gay, 1964). For Locke, all knowledge comes to the mind--the 'tabula rasa'--from experience, and a skilled teacher can use the power of rewards and punishments to develop "good" habits of thought and action. He does not reject the existence of intention or innate capacities; rather, he emphasizes the pervasive power of the external environment in shaping what men know and do and who they are. He argues that all knowledge comes through the senses as an individual interacts in the world and knowledge builds from simple to more complex concepts.

In the early part of the twentieth century, the philosophical inquiry into teaching and learning proposed by Locke and David Hume was transformed into scientific experimentation to elucidate the stimulus-response mechanism. Learning then became defined as "conditioning." Teaching then was regarded as controlling and manipulating environmental stimuli to facilitate learning.

John B. Watson, in 1920, followed Ivan Pavlov's "classical conditioning" experiments on dogs with its effect on human learning. Watson conditioned an eleven-month infant, Albert, to fear white rats by pairing this substitute stimulus with the initial stimulus, fear of loud noises. Watson concluded that most learning--especially emotions like fear, hate and love--could be explained by classical conditioning (McDaniel, 1979). The implication for teaching is that failure and frustration can have negative effects on future ability to learn.

Edward L. Thorndike (1913), the "father of educational measurement," extended behaviourism with his theories in the Psychology of Learning:

> Learning is connecting; and teaching is the arrangement of situations which lead to desirable bonds and make them satisfying. (p. 55)

Thorndike perceived learning to be a process of habit formation and conditioned response that he objectified through scientific experimentation. The teacher merely controlled the environmental stimuli to affect learning.

Pedagogically there is a short distance between Thorndike and Watson, the distinction being that Locke and Thorndike held that man had certain natural tendencies, innate abilities, and genetically predetermined powers, whereas Watson (1928) and, later, B.F. Skinner (1971) rejected these. The latter held that man is the sum total of his conditioned responses and thereby identified the environment as the key factor in learning.

Skinner coined the term "operant" and developed a concept of behaviourism based on the notion that the organism acts in the environment and thus spontaneously generates the response. Emerging from this were the principles of positive and negative reinforcement which could be manipulated to strengthen or eliminate behaviours identified by the conditioner. The teacher (as conditioner) can shape behaviour in small steps towards pre-determined goals.

Programmed instruction serves as an example of operant conditioning. Goals are stated as behavioural objectives, and learning is defined as "any observable change in behaviour" (Skinner, 1971).

The final educational theory to be considered stems from a reaction against behaviourism and is based on gestalt psychology. In this approach to learning, the learner perceives and develops "cognitive maps" to order reality. Gestalt doctrine was developed in Germany during the early years of the twentieth century. Prominent in this regard was Kurt Koffka's Growth of the Mind (1924) and Wolfgang Kohler's Mentality of Apes (1925), which challenged the stimulus-response mechanisms and the trial-and-error learning of the behaviourists. Kohler's (1925) work with apes showed that they could use insight to solve problems, reach goals and secure rewards.

Man was regarded as a thinking organism who could discover and understand relationships by structuring and organizing the field in which he found himself. Gestaltists developed the law of Pragnanz which held that perception of events moved toward a state of equilibrium in which the field is characterized by regularity, simplicity and stability (McDaniel, 1979). Since learning is a matter of seeing a total pattern (not unrelated stimuli), the learner attempts to discover, or create, those relationships and connections in his/her experience with his/her environment that result in the most complete and meaningful pattern.

Intrinsic motivation by the learner to obtain closure and develop gestalts (patterns) is the key in this learning theory. The role of the teacher is to create for the learner a state of disequilibrium and then assist in the development of meaningful patterns by selecting and arranging what is perceived which promotes learning through cognitive change. Teaching is, therefore, the presentation of problems, the examination of data for cause-effect relations and hypothesizing about the consequences of certain actions. What the teacher values in this approach to teaching and learning is not memory or practice, but the process of cognition and the act of student discovery of existing relationships and ideas.

The notions of active learning perception and intrinsic motivation of the learner are central to the inquiry method and the open school approach to teaching and learning. Carl Rogers and Jean Piaget are among the many educators who subscribe to theories of teaching and learning based on gestalt psychology. Carl Rogers (1969) defines significant learning:

> _It has a quality of personal involvement_--the whole person in both his feeling and cognitive aspects being _in_ the learning event. _It is self-initiated_. Even when the impetus or stimulus comes from the outside, the sense of discovery, of reaching out, of grasping and comprehending, comes from within. _It is pervasive_. It makes a difference in the behaviour, the attitudes, perhaps even the personality of the learner. _It is evaluated by the learner_. He knows whether it is meeting his need, whether it leads toward what he wants to know, whether it illuminates the dark area of ignorance he is experiencing.

> The locus of evaluation, we might say, resides definitely in the learner. *Its essence is meaning*. When such learning takes place, the element of meaning to the learner is built into the whole experience. (emphasis Rogers, p. 5)

This approach to teaching and learning has led to curriculum designs that are more holistic and humanistic in their approach to instruction.

The developmental epistemologist, Jean Piaget, has also contributed much to learning theories. His concepts are based on an assumption that there are internal mental processes operative within an individual and that cognition is a process of organization and adaptation to the perceived environment--hence its rootedness in gestalt psychology. Piaget (1952) held that the mind had cognitive structures or schemata which enable the learner to organize the environment and thereby to adapt to it. The learner develops *schemata* from experiences with concrete things--the elements of experience. Through the process of *assimilation* the learner integrates new perceptual matter into these existing cognitive structures. When a learner is forced by experience to create a new schemata to explain what is experience, the learner has undergone a developmental cognitive process that Piaget calls *accommodation*. Assimilation and accommodation are essential to cognitive growth. When these processes are kept in balance, the intellectual state of the learner is in *equilibrium*. The purpose of education is to promote cognitive growth by coordination and integration of assimilation and accommodation, primarily by the teacher's structuring of experience in terms of the developmental stage of the learner and the related intellectual operations that best promote them.

Piaget (1952) summarized:

> . . . intelligence is adaptation in its highest form, the balance between a continuous assimilation of things to activity proper and the accommodation of those assimilative schemata to things themselves. . . . All intelligence is an adaptive process. (p. 158)

As McDaniel (1979) points out:

> There has been no shortage of educational theories in Western education. . . . no single theory can claim to be _the_ best theory of teaching or learning, for theories concentrate on different aspects of learning. . . . To be an effective teacher one must base his instruction on those theories which best explain the art and science of educational practice, in _all_ of its complex forms. (p. 149)

To develop a deeper understanding of the "art and science of educational practice" and how theory relates to practice, it is necessary to consider _praxis_ and the formulation of critical theory.

Praxis and Critical Theory

Praxis is a Greek word that defies the use of a single English word to translate it. To explain it as "putting theory into practice" does not suffice. Many contemporary writers use _praxis_ to offset the dichotomy between theory and practice so prevalent in the Western mindset.

> To understand praxis requires a shift in consciousness away from dichotomizing theory and practice, toward seeing them as twin moments of the same activity that are united

> dialectically. Instead of theory leading to practice, theory becomes or is seen as the reflective moment in praxis, and articulated theory arises from that praxis to yield further praxis. (Groome, 1980, p. 152)

Historically, praxis began with Aristotle and was brought back into the mainstream of Western philosophy by Hegel, Marx and Habermas. For Aristotle, the free person had three different ways of relating to life to gain understanding: _theoria_, _praxis_ and _poiesis_. The three ways of life they represent are the speculative life, the practical life and the productive life, respectively (Groome, 1980). They represented for Aristotle three different forms of human intelligence, or ways of knowing.

A _theoria_ way of knowing is the search for truth by contemplation and reflection. A _praxis_ way of knowing is by reflective interaction in a social context. A _poiesis_ way of knowing is the production or "making" of a concrete entity.

Aristotle uses the term _praxis_ in a number of different but related ways:

> In its broadest possible meaning _praxis_ refers to almost any kind of intential and deliberate outward activity that a free person is likely to perform. In a more restricted sense it describes 'rational and purposeful human conduct.' Finally, _praxis_ in its most technical sense describes ethical conduct in a political context. (Groome, 1980, p. 154)

In this context, theory (theoria) and practice (praxis) are dichotomized so that it became a "from theory to practice" way of knowing (Groome, 1980).

It was not until Hegel (1770-1831) used the term praxis to describe a way of knowing that it was re-established in Western philosophy. Hegel realized the importance of critical reason to praxis and also its historical rootedness and, as Groome (1980) points out:

> . . . taking up what went before and transcending it to shape the future toward the development of human freedom. In that ongoing unfolding of history, theory and praxis are dialectically united rather than dichotomized from each other as Aristotle left them. (p. 162)

The relationship between theory and praxis is central to Hegel's philosophy. Hegel introduced the notion of Geist as an organizing theme to his philosophy which means an all-powerful and encompassing "Spirit" that is the guiding force of all creation. For Hegel all praxis is the praxis of Geist as it realizes itself in history and all knowing is a consciousness of life's praxis which he formulated by rejecting the epistemological assumption that underlies a from-theory-to-practice way of knowing.

Although Hegel remained caught in a Greek theoretical mode of knowing, or what Dewey called the spectator theory of knowledge, he did guide Western epistemology to a consideration of a praxis way of knowing united with theory. The weak point in his argument is that it is Geist's praxis that is brought to human consciousness. If human knowing is merely consciousness of Geist's praxis, then it does not arise from a self-initiated, active-reflective engagement in the world.

Karl Marx moved beyond a spectator theory of knowledge when he replaced Hegel's Geist with humankind. As Groome (1980) describes:

> Karl Marx moved us a step closer to a critical human praxis that demands the reflective-intentional action of humankind within history. In dialectic with Hegel's position, Marx put humankind in the place of Geist as the self-constituting agent of historical becoming. (p. 165)

For Marx, emancipation and freedom can only be brought about by human praxis within history. A praxis epistemology is central to the concept of knowing. Marx saw labour as mediating between subject and object and that labour is a way of engaging and knowing the world. In his analysis of Marx's praxis way of knowing, Groome (1980) states:

> We came to know the world by a critical reflective activity that transforms the world. In consequence knowledge is not knowledge unless it is 'done,' and it is only in being reconstructed that the world is apprehended or known. For Marx theory is the articulation of the consciousness that arises from such human praxis, and it must return to inform further praxis. (p. 167)

Jürgen Habermas, one of the most influential philosophers in modern Germany, has gone beyond Marx on two important points. First, he expands Marx's understanding of the active moment of praxis beyond the reification of labour. Knowing, for Habermas, is by human praxis in which the active moment includes all intentional human activity whether instrumental, interpretive or critical.

Second, Habermas re-establishes the importance of critical reflection that is grounded in self and the sociopolitical structure. Groome (1980) comments:

> By proposing a critical, self-reflective, social praxis, he requires critique of the whole spectrum of interests, symbols, attitudes, assumptions, technologies, and ideologies that suspend doubt and control people by distorting communication and repressing dialogue. (p. 173)

To summarize, Habermas goes beyond Marx in his notion of praxis in that action is more than just labour, reflection is more than production feedback, and interest is more than just class interest. For Habermas, the importance of the critical reflection of the knowing subject is central to emancipation (of the subject). According to Habermas, this reflective moment, in some scientific modes for investigating reality, is not critical enough to cause emancipation. He, therefore, proposed a three-fold division of the sciences to investigate reality--the empirical-analytic sciences, the historical-hermeneutic sciences and critical science. With respect to the first two orientations, Habermas says:

> Empirical-analytic sciences disclose reality in so far as it appears within the behavioral system of instrumental action . . . nomological statements about this object domain . . . grasp reality with regard to technical control that, under specified conditions, is possible everywhere and at all times. The hermeneutic sciences do not disclose reality under a different transcendental framework. Rather, they are directed toward the transcendental structure of various actual forms of life, within each of which reality is interpreted according to a specific grammar of world views and of action . . . . They grasp interpretations of reality with regard to an intersubjectivity of action-orienting understanding possible from a given hermeneutic starting point. (McCarthy, 1981, p. 74)

According to Habermas, these first two divisions of sciences and their praxis ways of knowing are not capable of being emancipatory because they fail to be aware of and to be critically reflective of their own knowledge-constitutive interests.

> The knowing they promote fails to critique ideology and will not promote critical consciousness to see things as they are constituted and create them as they might be. (Groome, 1980, p. 172)

The critical-theoretic orientation, only, is capable of human freedom and emancipation, according to Habermas, since the praxis way of knowing is a truly critical one. To elucidate this orientation, Habermas relies on psychoanalysis and in particular the work of Sigmund Freud, but when sufficiently critical, social sciences (of human action), that attempt a critique of ideology, can be included.

> The key ingredient of the critical sciences is a critical self-reflection that uncovers the personal and social genesis of one's attitude and unmasks the interest of one's present action, within the context of societal action. . . . Critical self-reflection within one's socio-historical context is essential if emancipation, the interest of these sciences, is to be realized. (Groome, 1980, p. 172)

Habermas' three-fold division of the sciences has exciting implications with respect to viewing the reality of teaching and learning. Embedded within this reality is a praxis way of knowing and the emancipation and deeper understanding inherent within it.

Teacher Education and the Relationship between Theory and Practice

Recent literature has focused on the development of the beginning teacher. Themes such as "Teaching: The First Year" (A.T.A., November, 1980) and "The Making of Superteacher" (A.T.A., January, 1982) in the Alberta Teachers' Association Magazine, and "The Socialization of the Beginning Teacher" (Journal of Teacher Education, May-June, 1981) reflect this focus.

Pataniczek and Isaacson (1981), in their studies on teacher preparation in Oregon, indicate that pre-service training provides inadequate preparation for handling discipline problems and that education course work is too heavily weighted in theory and insufficient in practical application. Most secondary education students, as stated by Pataniczek and Isaacson, report strong area preparation and claim that student teaching is the most valuable experience of the pre-service program.

Ratsoy, McEwen and Caldwell (1979) have identified three findings related to perceived effectiveness of teacher preparation programs:

1. Ratings of university preparation fell between "adequate" and "poor" for most skills listed. Forty percent or more of respondents rated their preparation "poor" or "very poor." Only three skills were given a mean rating better than "adequate"--specifying objectives, questioning and utilizing media.

2. The preparation program was perceived to have many strengths perhaps the greatest being its strong knowledge dimension. Some individual programs, many courses and certain professors were considered to be outstanding.
3. Respondents identified a number of weaknesses in the program. These generally pertained to: standards of academic scholarship; impersonality in the program; fragmentation of the program; integration between theory and practice; linkages between the Faculty and schools, and between Faculty and other educational bodies; the need for more innovative approaches to instruction; the need for more attention to teaching skills; the need for more research emphasis by professors; the need to improve some aspects of practicum; and the need to set up a procedure for systematically evaluating the courses and program of the Faculty.

Although the need for more innovative approaches to instruction seems to be a small part of the identified needs, it may offer a satisfactory starting point. It is possible that other perceived weaknesses could be attended to by such innovative approaches. Preservice teachers should be cognizant of their own development and encouraged to be reflective and should be encouraged to change their perspective from "what can the Program do for me?" to "What can I do to make the program better for me." Teacher responsibility is a necessary requisite for teacher development.

In the process of teacher development, varying concern-based orientations has led to the recognition of definable developmental stages. The work of Fuller (1969), Fuller and Parsons (1972) and Fuller and Bown (1975) has led to a concern-based developmental sequence, or stages:

Stage I:	survival;
Stage II:	mastery, (mastery of subject matter and how to teach it);
Stage III:	impact, concerns regarding recognizing social and emotional needs of pupils, fairness, tailoring content to individual students, etc.

Ideally, it would be meaningful, therefore, to aim at having the student-teacher progressing toward Stage III as a beginning teacher. Possibly, by the students being aware of their own development and by encouraging reflection on it, some of the needs identified by Ratsoy, McEwen and Caldwell (1979) could be rectified.

Kass, Nay and Jacknicke (1980) have stated that:

> . . . increasing attention must be given both in Ed.C.I. classes and in the schools to the concerns that student teachers have about student teaching. Techniques must be found or developed for identifying these concerns and strategies must be devised to help students overcome them. These strategies should be developmental so that student teachers move as quickly as possible from concern with "self" to concern for the needs of their students. (p. 8)

Although it is generally believed that cooperating teachers have the greatest influence on student teaching (Richards and Robinson, 1961; Karmos and Jaeko, 1977), it may well be that C.I. instructors have a major influence of the novice teacher (Kass, Nay and Jacknicke, 1980).

Wilson (1979) and Favaro (1981) have addressed themselves to the question of improving teacher education practices and teacher preparation. In each case, the critical perspective was employed.

Aoki (1980), in "Toward Curriculum Inquiry in a New Key," suggests alternate orientations in curriculum research based on Jürgen Habermas' three-fold division of the sciences which he used to investigate reality. Aoki rejects the following curriculum centering attempts--teacher-centred, child-centred, society-centred--as narrow in their constructs. He suggests a broader frame of reference, that of "man/world relationships" (Aoki, 1980).

Basil Favaro (1981), in Recasting a Program in Teacher Education from a Critical Perspective, reflects this orientation into action with the aim of elevating teacher education to an emancipatory level. For Aoki, this would permit the probing of a deeper meaning of what it is for persons (teachers and students) to be human, to become more human and to act humanly in educational situations. Favaro (1981) states:

> To aim at elevating a curriculum to an emancipatory level is not to suggest abandoning the objectivist and hermeneutic levels. On the contrary, it is to recognize that in any program there are several parallel developments which specific courses, units, and even daily class sessions should undertake to fulfill. (p. 1)

The recasting of the "Creative Arts Inservice Program" at the College of Cape Breton, as Favaro explains, is in terms of moving the program beyond the empirical-analytic orientation to both the hermeneutic (situational interpretative) and emancipatory (critical) orientation levels.

No consideration of educational emancipation would be complete without reflecting upon the liberating effects of "conscientização" enunciated so well by Paulo Freire (1970, 1973, 1978). The unifying concept in his work is critical-consciousness ("conscientização") as the force of cultural emancipation. Freire's notion of freedom has always been dynamic and structured in the historical process by which the oppressed struggle to "extroject" the slave consciousness which oppressors have "introjected" into their being.

Freire (1973) perceives education as the practice of liberty because it frees the educator and educatee from monologue and from the culture of silence. Both partners are liberated as they begin to learn, the educatee in the knowledge of self as a being of worth (self-actualization) and the educator as capable of dialogue in spite of the imposed role as one who knows. The key to this liberation rests in Freire's progression of consciousness with respect to reality. Critical consciousness is integrated with reality; naïve consciousness superimposes itself on reality; and fanatical consciousness, whose pathological naïveté leads to the irrational, adapts to reality.

Freire's central message is that one can know only to the extent that one "problematizes" the natural, cultural and historical reality in which she/he is immersed. "Problematizing" is the antithesis of problem-solving. The latter, according to Freire, distorts the totality of human experience by reducing it to those dimensions which are amenable to treatment as mere difficulties to be solved. "Problematizing" is to associate an entire populace to the task of codifying total reality into symbols which can generate critical consciousness and empower them to alter their relations with natural and social forces. Participants must therefore be thrust into a dialogue with others whose historical "vocation" is to become transforming agents of their social reality. Only then do people become subjects, instead of objects, of their own history.

Favaro (1981) cites two requirements in Recasting a Program in Teacher Education from a Critical Perspective, which can possibly elevate that program to an emancipating level:

> i) to provide the means for all participants to see themselves in radically different ways;
> ii) to enlighten them in a manner that particular relationships can cause their situation to be repressive and how they can change aspects of that situation so that it becomes emancipatory. (p. 28)

Gwyneth Dow (1979) describes the problematic approach that was used in Course B at the University of Melbourne. Although the word problematic was not used in her descriptions, Dow nevertheless applies it. This can be appreciated when considering the course postulates. They are as follows:

> Postulate 1:
> That students had to discover an appropriate teaching style. In doing so, each had to ask the questions "Who am I?" and "How do others, especially children, see me ?" This sort of personal knowledge

> could best be fostered by feedback from children and sensitive support from university and school staff, as well as from fellow-students. (p. 8)

Postulate 2:

> That for teachers to be effective, they had to face the task in a scholarly manner . . . it was also necessary to be informed and thoughtful about the role of education in a particular society, about the social pressures that affected various children's responses to formal education, about the way in which children learn, and about the moral basis of a teacher's authority. Some of these issues meant, for each student, [an] introduction to a complex world of thought . . . . (p. 9)

Postulate 3:

> That graduate students 'can and should play a major part in constructing their own professional studies' and that they would be responsible for self-evaluation. (Dow, 1979; emphasis mine) (p. 11)

Dow (1979) further describes the course tenets:

> The course was a total reconstruction of teacher education based on integrating theory itself and relating it to action, on working towards a close partnership with schools, and on experimenting with student autonomy. (p. 12)

Dow and the course instructors used the vehicle of "diaries" to sustain a dialogue between themselves and their student teachers. Her book, Learning to Teach: Teaching to Learn, is an exciting compilation of these dialogues and struggles inherent with a problematic approach.

Valerie Suransky (1982) described how "problematizing" as an approach was used with student-teachers at the University of Michigan. She focused on an area of knowledge (. . . what it means to be a teacher, for example), asked the students to write an essay on the topic and critiqued the essays as a class exercise. In this way, the topic and the students' approach and feelings (anxiety, etc.) to it were dealt with in order to "debunk the myths that exist around knowledge."

Two recent phenomenological studies (Campbell, 1982 and Tardif, 1985) have analyzed student-teacher growth as it related to a practicum experience. Campbell (1982) reported:

> 1. Student teachers make decisions regarding their behavior which they can recall, relate and justify; and
> 2. Teacher behavior is a complex phenomenon which no single variable can explain. (p. 59)

One implication, as cited by Campbell (1982), centres around the use of introspective techniques (self-reflection) as an analytic tool which could potentially aid student teachers, cooperating teachers and faculty consultants in a deeper understanding of student-teacher behavior.

Tardif (1985) found that when the student teachers in her study experienced "the self as teacher," they often were accepting the definitions of a teacher that were imposed by others. This led to:

> . . . coping mechanisms--taking the class through the lesson, finding a happy medium, taking the path of least resistance, securing control and justifying behavior. In some instances, to the participants, becoming a teacher meant renouncing parts of their personal selves while acting as a teacher in the school setting. (p. 146)

Tardif (1985) concludes by saying:

> Studies which focus on uncovering knowledge about what is learned in becoming a teacher offer possibilities for understanding the

> existential reality of being a teacher. This area of inquiry is a potentially good source for enriching the knowledge base of teacher education programs. (p. 147)

It is probable, then, that a tri-paradigmatic orientation to curriculum inquiry (Aoki, 1980) has great potential in consideration of its application to teacher development. If a critical orientation, based on "problematizing" as an approach, could be satisfactorily incorporated and coupled with the empirical-analytic and the situational-interpretative (historical-hermeneutic) perspectives, student teachers may develop a more profound emancipatory humanism. They would then be able to achieve a man-in-his-world/with-his-world relationship which would have a positive effect on the students they teach. A praxiological reality could thus be achieved.

CHAPTER III

EXPERIMENTAL DESIGN

Introduction

The problem of identifying and describing self-growth during the initial stages of professional development, relative to the Ed.C.I. 352/Ed.Pr. 353 experience, was both challenging and stimulating. The conceptual framework of Ed.C.I. 352 was followed in order to provide a self-growth experience for the students.

Dialogue between students and instructors was identified as a necessary antecedent to self-growth. The learning environment was also a key factor, for meaningful dialogue cannot and does not take place in an atmosphere of tension and apprehension. Furthermore, the sharing of experiences, among the participants, generally occurred when the classroom environment was non-threatening. It was, therefore, necessary to create a classroom environment conducive to dialoguing.

The identification and description of student self-growth was made possible by course assignments, regular journal reporting and personal interviews.

Professional growth during the early teacher developmental stages should be recognizable by an increase in self-awareness and self-acceptance through organized experiences which encouraged self-analysis and self-reflection on the part of the student. A key factor in the provision of organized experiences leading to self-reflection was the presentation of course material in such a way as to make the choice of content problematic ("problematizing" as an approach stimulates critical reflection [Suransky, 1982]) in order to stimulate dialogue.

Pilot Study

A series of three free response questions were administered (at the beginning and end of the ten-week Ed.C.I. 352 course) to 21 students enrolled in Ed.C.I. 352/ Ed.Pr. 353, January to April, 1982, in the Department of Secondary Education, University of Alberta.

The first in a series of free response questions was in the form of an assignment (Assignment 1). The students were asked to describe characteristics that an "ideal teacher" would have and these were to be compared with "how you currently picture yourself as a teacher." This assignment was administered during the first week of the ten-week course. (For a more complete description of the assignment, see Appendix B.) The students were also asked why they chose teaching as a career.

During the final week of the course the students reflected upon concerns that they had prior to practice-teaching (Ed.Pr. 353). As an adjunct to these concerns, the students were asked to record their concerns after one week of the practicum experience, i.e., during their first call-back session.

To complete this survey of student concerns, attitudes and characteristics, the results from question number four on the final exam, Ed.C.I. 352, were used. The question asked the students to:

> Describe what you perceive to be three of your greatest strengths as a teacher and three areas [that] you need to improve. Discuss how you hope to act on this self-knowledge when you are on practicum.

The purpose of the pilot study was, first, to become acquainted with areas of concerns that student-teachers have at this stage of teacher professional development; second, to compare these concerns with concerns expressed in the study group; and third, to become familiar with the course in order to develop a format for making units in the course outline problematic and, therefore, critically examine the conceptual framework of Ed.C.I. 352 as a measure of early teacher professional growth. (See Appendix C for the pilot study results.)

The Study Group

The study group consisted of 25 students taking Ed.C.I. 352/Ed.Pr. 353, from September to December, 1982, in the Department of Secondary Education, University of Alberta. From this group, eight students volunteered to participate in three semi-structured interviews.

In order to identify and describe self-growth during the Ed.C.I. 352/Ed.Pr. 353 experience, the study group participated in the following:

1. Journal reporting;
2. Course assignments one and six (as a focus for growth);
3. Curriculum Orientation Profiles; and
4. A problematic approach to the presentation of course materials and methodology.

Each of the above aspects will be dealt with in the following quantitative and qualitative designs.

Quantitative Design

Quantitative data were obtained from the administration of a five-point Likert scale, Curriculum Orientation Profile (Connelly et al., eds., 1980). (A copy of the Curriculum Orientation Profile and its conceptual framework is referenced in Appendix A.) This profile was repeated during three intervals of Ed.C.I.352/Ed.Pr. 353 as follows:

1. Profile 1 - September 16 (Beginning of Ed.C.I. 352);
2. Profile 2 - November 10 (End of Ed.C.I. 352); and
3. Profile 3 - December 10 (Final Call Back, Ed.Pr. 353).

The data were tabulated and analyzed using a One-way Analysis of Variance with Repeated Measures. The Fortran IV(H) program was processed on an AMDAHL 470 V/7 in the MTS operating system, University of Alberta.

Curriculum Orientation Profile graphs were set up for the class based on student-means, as well as individually for each participating member of the student-volunteer group. A table of student-means for the class was also set up.

Qualitative Design

Journal Reporting

Gwyneth Dow (1979) based her book, Learning to Teach: Teaching to Learn, on student "diaries." She pointed out that:

> . . . the value of diaries lies not only in the record they provide for those who want to evaluate a course such as ours--the sort of record that no hard-nosed evaluation can provide--but also as a memory of each student's way towards self-knowledge. (p. 15)

In the present study journal (or log) reporting was selected for the reasons given by Dow above as well as for providing a means of keeping a formative evaluation of the course. It also allowed for adjustments to be made in the presentation of course material, as well as providing another dimension to dialogue between students and instructors.

During the first meeting of our Ed.C.I. 352 class, the students were introduced to the concept of journal reporting and its proposed place in the course (as an ongoing personal reflection of each day's proceedings). As a group, they agreed to participate in the journal writing aspect of the course and were made aware that it would form a minor part of their final grade. Each member of the study group was then provided with a journal (log) book and given instructions on how to make entries that would be analyzable by the instructors (see Appendix D). That is, the distinction was made between making chronological entries versus personal reflections on various aspects of the day's events. The study group was also aware that Dr. John Jazodzinski (my course co-presenter) and myself were also keeping a journal record.

To ensure that members of the study group consistently reported in their journals, a two-week interval (four classes), approximately, was selected for collecting and commenting in the journals. The reporting periods and time intervals were:

1. September 14 to 21 (7 days);
2. September 22 to October 7 (16 days);
3. October 8 to 21 (14 days); and
4. October 22 to November 9 (19 days).

The first reporting period was short, by design, to provide initial motivation for the study group to write in their journals.

Further to the written comments (feedback) that each student received in their journals, a class synopsis was also given, which combined both positive and negative student comments, taken from the journals. Four synopses were presented during the course (see Appendix D). The purpose of the synopses was to provide interim stimulation for journal reporting and further dialoguing to help clarify points of mutual concern.

The journal reporting was primarily used to provide a first-hand contact with expressed student perceptions of Ed.C.I. 352 course content and the way in which it was presented by John and this writer. That is, the student journals disclosed meanings that individual students placed on events in the course methodology. Secondarily, student perceptions and their relationship to the conceptual framework of Ed.C.I. 352 could be obtained.

Assignments One and Six

Student concerns and their perceptions of self-growth were gathered from these two assignments. The former was the first Ed.C.I. 352 assignment, whereas the latter was practicum-based. Both assignments gave important insights with respect to individual self-growth as well as recognizing potential for growth.

Since these assignments were included in the perceptions of growth in the pilot study, the pilot study results (see Appendix C) were compared to the study group.

For a more complete description of each assignment, refer to Appendix B.

Interview Study

Each of the eight student-volunteers participated in three semi-structured interviews over a three-month period. The interview dates and course reference points were as follows:

1. Interview 1 - September 29, 30, October 4 - Beginning of Ed.C.I. 352;

2. Interview 2 - November 15, 16, 17 - End of Ed.C.I. 352;
3. Interview 3 - December 15, 16, 21 - Close to completion of Ed.Pr. 353.

The interview dates and course reference points were chosen so that individual growth, perceptions of theory and practice and the relationship of these to the conceptual framework of the course could be determined for each student-volunteer.

Each interview was tape recorded and transcribed. Points that were unclear from previous interviews were clarified orally at the beginning of the subsequent interview and noted. The transcribed tapes were analyzed for the following themes:

1. The development of a personal teaching style;
2. Student perceptions of theory and practice; and
3. Critique of Ed.C.I. 352/Ed.Pr. 353 under: (a) preparation for teaching; (b) journal reporting; and (c) course perceptions and concerns.

A sample interview was analyzed (see Appendix F).

The interviews were semi-structured in that a number of previously determined questions were used as a format, but the order of these questions and the strict phraseology of each question was not rigidly adhered to. This allowed for a more conversational approach which had the effect of easing interviewee tension and providing a measure of flexibility. This was useful in order to probe personal growth patterns and attitudes toward course content as they arose.

(See Appendix E for interview questions.)

The question of validity was recognized, as was the Heisenberg effect--the interviewer's presence affects the responses. As Mouley (1978) points out:

> The validity of the interview tends to be directly proportional to the competence of the interviewer. (p. 207)

An attempt to reduce bias was maintained during the interviews by employing the following criteria:

1. Opinions were not expressed by the interviewer as they related to the stated questions;
2. Interviewer-interviewee dialoguing was kept to a minimum and referred only to points of question clarification;
3. Interviewer responses to interviewee statements were kept short in an attempt to reduce interviewer effect;
4. The interviewee was made to feel as comfortable as possible; and
5. The need for interviewee anonymity was recognized and adhered to.

Due to the length of the interviews (60 minutes) and course planning commitments, validation was not made in the form of a transcribed tape. Rather, the interviewee responded to questions raised, for clarification, by the interviewer (after auditory playback of the tape) prior to the next interview. Points of clarification were then recorded.

Personal Profiles of the Student-volunteers

The group of eight student-volunteers was formed during the first week of the course in response to a request that was made, which explained the course and the intents of the study. The anonymity of each student was guaranteed and, for this reason, modified Christian names only were used. The student-volunteers submitted resumés which will serve as a meaningful background to introduce each student.

Petra. Female, born 1962. "In the summer of 1981 I spent my summer months in Yucatan, Mexico, while being enrolled in an Educational Expedition. The summer training program was designed as an experience in cross-cultural orientation and total immersion in language learning."

Donnah. Female, born 1962. "I have been introduced to education because of the family atmosphere. My mother is an Early Childhood Teacher and my sister is in her final year of Education. I have enjoyed my experiences working with children and young adults and am looking forward to making a career of teaching."

Pam. Female, born 1961. "Throughout my school years I have been actively involved in debating clubs and speech competitions. I enjoy public speaking and debating and have excelled in this area. I joined the Tuxis Parliament of Alberta in January, 1981 (the first year for girls). . . . I became a member of the National Youth Parliament this summer and was allowed to debate in the Senate Chambers in Ottawa for one week; it was a very rewarding experience."

Alia. Female, born 1961. "On of my summer employment positions . . . gave me the unique opportunity of working on a one-to-one basis with mentally handicapped children. A very rewarding experience."

Nanci. Female, born 1962. "Due to my upbringing I have had extensive exposure to the outdoors and to church camps. I have spent a considerable amount of time counselling and working with young people in these areas. I find that both areas allow me to work one-to-one relationships and small group interpersonal relationships."

Donalda. Female, born 1930. "This past summer I spent taking Art and Drama in . . . Scotland. The previous summer (1981) I took an Art and Design course with the University of Alberta, travelling throughout Europe for six weeks. Schooling for me has never stopped, and I particularly enjoy learning about different ways to use Art and Drama as a communicative tool, bringing together all races, creeds and religions."

Kent. Male, born 1952. "I have played music actively as a professional drummer since I was sixteen years old, with most of my experience being in the pop/rock field. From 1976 to 1979 I lived in . . . and played on the pop country circuit with . . . Sylvia Tyson and the Great Speckled Bird. . . . In 1981-82 I was Vice-president of the Music Education Students' Club."

Tom. Male, born 1951. No personal background available. 1966-69 - Harry Ainley Composite High School, Sr. Matric; 1970-75 - Employed in the graphic arts field; 1975-77 - Returned to U. of A.; 1977-81 - Employed in print field; and 1981 - Returned to U. of A.

Dialogue and Problematic Approach to Ed.C.I. 352 Methodology

The course methodology, as presented, was centred around the overall goal of Ed.C.I. 352, that of providing the kind of teacher education "which theorizes, practices, probes, questions, challenges, analyzes, reflects and applies" (Ed.C.I. 352, course outline; see Appendix B).

Dialogue was the pedagogical method chosen to approach the attainment of this goal. Ann Wood describes classrooms where this method was used:

> In such classrooms, both students and faculty would engage in genuine communication with each other with goals of critically analyzing, understanding, and changing the world. Dialogue would necessitate and generate critical thinking. Each member of the dialogue would be a teacher/learner. (Suransky, Wood & Day, eds., 1981, p. 45)

As Freire (1978) reminds us: "Those who are called to teach must first learn how to continue learning when they begin to teach."

In order to dialogue in the Freirian sense, it was necessary to present the unit topics using a problematic approach or "problematizing," as Suransky (1982) described it. A brief overview of topics, presented in this way, began with the following questions:

1. What does it mean to be a teacher;
2. What values are important to the classroom;
3. What are the implications of writing behavioural objectives for students;
4. Is there one right way to plan a lesson;
5. What role does the learner play when a variety of instructional techniques are used (The Cone of Experience, Rogers, 1975); and
6. How important are questioning strategies to lesson planning?

Various resources, such as reprinted articles, overhead transparencies, simulation games, video-cassette recordings, were used to augment the dialogue. These resources were obtained from the Ed.C.I. 352 course resource files.

Guest participants, Dr. Wally Samiroden and Mr. Dan Leis, presented topics on the Cone of Experience and the Student Teaching Experience, respectively, which was greatly appreciated.

Co-presenter, co-facilitator and co-teacher/learner to Ed.C.I. 352/Ed.Pr. 353 was Dr. John Jazodzinski, who not only shared with the writer the underlying philosophies that the course embodied, but, also, enthusiastically stimulated dialogue in our class setting. We shared all responsibilities for the course and in turn attempted to create a climate whereby critical analysis and deeper understanding would be attained through dialogue.

A final word concerning dialogue centres around what appears to be the dominant notion of education in universities, that is anti-dialogic, and what Freire (1970) termed "banking" education. Anti-dialogic points to be considered are:

> (a) The teacher teaches and the students are taught;
> (b) The teacher knows everything and the students know nothing;
> (f) The teacher chooses and enforces his choice and the students comply;
> (h) The teacher chooses the program content, and the students (who were not consulted) adapt to it;
> (j) The teacher is the Subject of the learning process, while the pupils are mere objects; . . . . (p. 59)

Freire (1970) notes that:

> Education must begin with the solution of the teacher-student contradiction, by reconciling the poles of the contradiction so that both are simultaneously teachers and students. (p. 67)

Finally, "problematizing," or a problematic approach, through questioning and dialogue, enables myths around knowledge to be debunked. For example, asking the question, "What are the implications of writing behavioural objectives for students?," immediately renders the writing of behavioural objectives "problematic" for the student. Dialoguing would lead to an awareness that Bloom's taxonomy was taken on to raise support and money in the field of education and, further, that this method of recitation, with its main operator--the lesson plan--had its origins in industrial Germany (Apple, 1982). Thus, myths surrounding behavioural objectives could be clarified through dialogue and their present intents--student, teacher and course competencies--more fully understood.

As a result of this problematic approach, a class dynamic was developed which centred around dialoguing. Questions which arose spontaneously in class, as a result, were either dealt with immediately or during special sessions that were arranged to discuss them. An example focused on a question concerning "Who decides what kids learn," which led to a special session on the Hidden Curriculum. A dynamic was therefore created and maintained through dialogue and the use of a problematic approach to the course content.

The effects of this course dynamic can be seen in the student journals, the course assignments and semi-structured interviews which form the basis of the following results and discussions.

CHAPTER IV

RESULTS AND DISCUSSION OF CURRICULUM PROFILES AND ANALYSIS OF STUDENT GROWTH

Introduction

The study involved the implementation of three paradigms: empirical-analytic; situational-interpretative; and critical theory. Both qualitative and quantitative results were obtained.

Quantitative results stemmed from a forced-choice (Agree or Disagree) test which examined student orientations to curriculum as proposed by Connelly et al. (1980, eds.) in Curriculum Planning for the Classroom. The test was administered to the study group on three separate occasions, as illustrated in Table 1. These results were graphically shown in Figure 1. Individual student-volunteer profiles were illustrated in Figures 2, 3 and 4. These results embodied 20 completed student profiles for the three test administrations. There were three incomplete profiles and two students did not participate either through absence or choice.

Qualitative results were obtained through a pilot study, journal reporting, course assignments and semi-structured interviews.

Pilot Study Results

Twenty-one students participated in the pilot study. The results shown in Appendix C (Tables IV, V, VI and VII) are based upon an analysis of students' free response statements relative to the following: the "ideal" teacher and "self"; reasons for choosing teaching as a career; teaching concerns related to the practicum experience; and teaching strengths as they relate to teaching concerns.

The results indicated that students were either in Stage I or Stage II of teacher professional growth, as outlined by Kass and Wheeler (1975). During Stage I, initial student concerns focused on curriculum mastery, communication skills, classroom management, and self-adequacy. In Stage II development, this concern over self gave way to concerns over instructional matters. Motivating students to learn indicated concern over the content-structure period, as did the application of teaching strategies.

In Appendix C (Table IV), there was an indication of Stage III teacher development, or the student-centred period, as shown in the categories of understanding and caring for student needs and improving the educational system.

Overall, the teacher was portrayed as a caring helper of students. The students generally regarded the concept of the "ideal" teacher as a myth, but still something that should be sought in teacher professional growth.

The recognition of developmental stages within teachers could have significance with respect to the instruction teachers receive during growth and development as a professional. Kass and Wheeler (1975) point out that "Stage I teachers may need and welcome somewhat different in-service work than would the Stage III teacher." This has implications for the planning and design of in-service courses.

Conceptually, it is often stated that the cooperating teacher has the greatest influence on the student teacher. It must be kept in mind, however, that practicum evaluations typically occur immediately after completion of student teaching rounds. Kass, Nay and Jacknicke (1980) indicate that:

> Over a more extended time span, it may well be that other influences or other instructional personnel (e.g. Ed.C.I. instructors) may be perceived as having a major influence on the novice teacher. (p. 42)

Student concerns regarding the relationship and evaluation of the cooperating teacher were indicated in Appendix C (Table VI). Early concerns (8 mentions) related to this topic, reflected a decrease when compared to later concerns (4 mentions), after the student teacher had met with the cooperating teacher.

It is clear that a concerned and professional attitude, on the part of the cooperating teacher, is essential to a successful practice-teaching round. Also, there is a need to further describe the nature and extent of the influence that Ed.C.I. instructors and cooperating teachers have on the professional growth of student teachers. The present study has addressed these influences relative to the Ed.C.I. 352/Ed.Pr. 353 experience.

Results and Discussion of Curriculum Profile Data

Class Results

In their book, Conflicting Conceptions of Curriculum, Eisner and Vallance (1974) describe a conceptual framework which Connelly et al. (1980, eds.) followed in the development of the Curriculum Orientation Profile. It is, perhaps, useful to briefly consider each concept as it applies to the study results.

1. Cognitive Processes (CP). Development of cognitive processes is concerned with "how" rather than "what" a student learns. Cognitive skills are seen as being transferable to any number of new sets of circumstances.
2. Curriculum as Technology (CT). In this concept, the processes of curriculum planning and teaching method are most important. This is an ends-means orientation as illustrated by the vocabulary used, such as, input, output, entry behaviour, stimulus and reinforcement, and systems to produce learning.
3. Self-Actualization of the Child (SA). In this view, the school must provide a personally enriching experience for the child. It should help each student grow through natural experiences, discovering her/himself and evolving toward personal autonomy. It is believed that,

through the personal power of disciplined thinking, "self-actualization" sets the student free.

4. Social Reconstruction (SR). The purpose of curriculum, in this concept, is to orient children to the social issues of the day--multiculturalism, unemployment, pollution, sexism, consumer rights, to name a few. Two versions are inherent in SR: adaptation and change. In the former, schools should help children by adapting to meet changing conditions. In the latter, schools should provide leadership by educating children to become critically aware citizens concerned with social change.
5. Academic Rationalism (AR). In this final concept, schools are seen to exist to pass on what is most worthwhile from the great thinkers of the past. Academic rationalism, thus, focuses on select knowledge, and how knowledge is acquired through inquiry.

The Curriculum Orientation Profile contained 57 questions (see Appendix A). The distribution of these questions relative to each orientation was as follows: CP = 11, CT = 12, SA = 13, SR = 12, and AR = 12. There were three overlapping choices, each involving two categories, which gave 60 choices overall.

After the Curriculum Orientation Profile was administered on three separate occasions (see Table 1 for the dates of administration), the student selection means were calculated (see Table 1). Unadjusted reliabilities are

Table 1

Curriculum Orientation Profiles Means and Reliabilities for Ed.C.I. 352 (N = 20)

Administration of Profiles	Curriculum Orientation Profile Means				
	CP	T	SA	SR	AR
Profile 1 - September 16	8.2	7.1	9.3	6.4	6.9
Profile 2 - November 10	9.4	6.4	9.6	6.5	7.4
Profile 3 - December 10	8.6	6.7	9.9	6.3	7.8
Unadjusted Reliabilities Mean of Measures	0.53	0.80	0.70	0.50	0.75

Curriculum Orientation Profile Key:

CP = Development of cognitive processes
T = Technology
SA = Self-actualization
SR = Social reconstruction
AR = Academic rationalism

also given.

The means for each profile were plotted to generate the Class Curriculum Orientation Profiles (see Figure 1).

The results of the Single Factor Anova with repeated measures for the Curriculum Orientation Profiles (means) are presented in Table 2. The results tested for a variation in the means for each curriculum orientation (CP, T, SA, SR and AR) relative to each profile (i.e. when administered). Statistical significance indicated a change had occurred between respective profile administration periods.

The results shown in Table 2 indicated that Cognitive Processes (CP) only was statistically significant ($\alpha < 0.05$). Furthermore, it was significant to the $\alpha < 0.01$ level. Results for T, SA, SR and AR were not significant, since $P > 0.05$ in each case.

The unadjusted reliability value for the means of the CP measures was 0.53, as illustrated in Table 1.

The results of the Tukey HSD, Post Hoc Test for CP are shown in Table 2. The critical value observed between comparison of Profile 1 means vs. Profile 2 was 4.69, which was the only comparison exceeding the critical value (3.46). These results indicate, therefore, that the significance observed in CP resulted from differences between Profiles 1 and 2.

The Tukey HSD, Post Hoc Test, tested for significance between curriculum orientations as follows: the

Fig.1. Class Curriculum Orientation Profiles

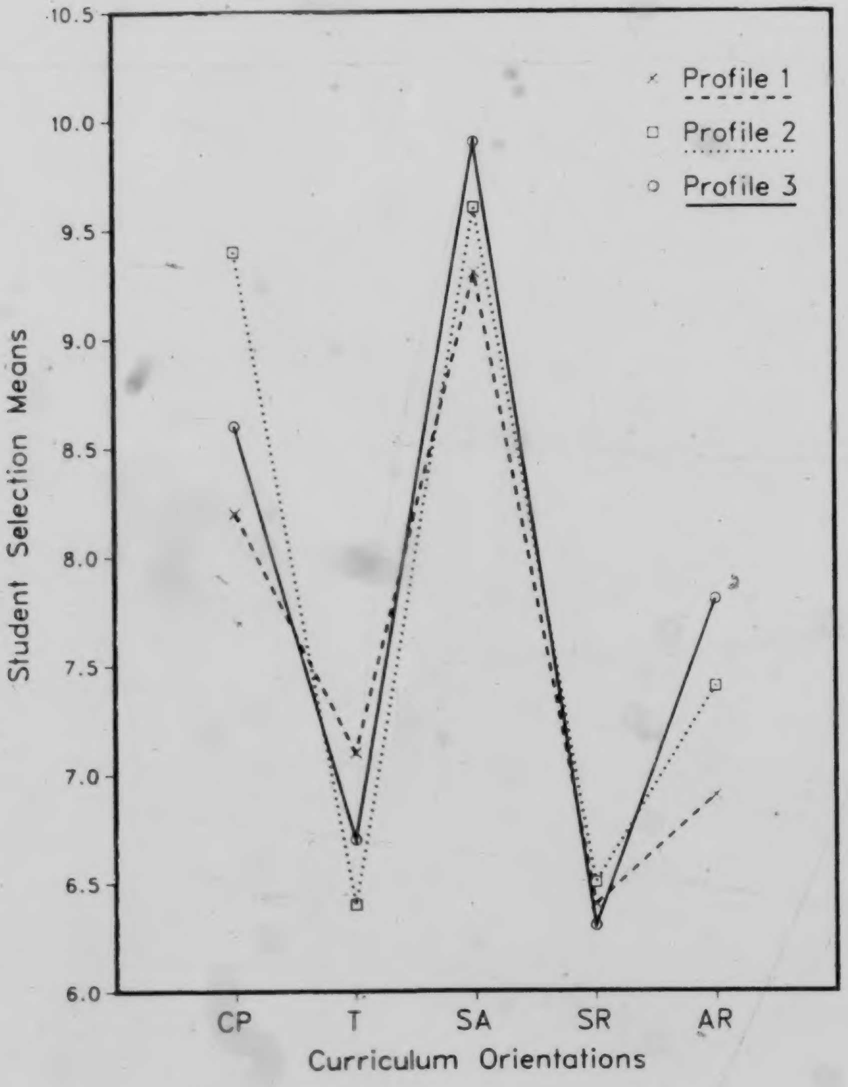


Table 2

Curriculum Orientation Profiles,
Single Factor Anova with Repeated Measures

Curriculum Orientation	Sources	SS	DF	MS	F	P
	Between People	70.18	19	3.69		
Cognitive Processes (CP)	Profile	16.03	2	8.01	5.64	0.007*
	Error	53.97	38	1.42		
	Total	140.18	59			
	Between People	278.8	19	14.7		
Technology (T)	Profile	5.63	2	2.82	0.98	0.39
	Error	109.7	38	2.89		
	Total	394.2	59			
	Between People	120.73	19	6.35		
Self-Actualization (SA)	Profile	4.23	2	2.12	1.12	0.34
	Error	71.77	38	1.89		
	Total	196.73	59			
	Between People	121.01	19	6.37		
Social Reconstruction (SR)	Profile	0.40	2	0.20	0.06	0.94
	Error	126.93	38	3.34		
	Total	248.40	59			
	Between People	188.32	19	9.91		
Academic Rationalism (AR)	Profile	8.10	2	4.05	1.69	0.20
	Error	91.23	38	2.40		
	Total	287.65	59			

* $\alpha < 0.05$

Table 3

Tukey HSD
Post Hoc Test for Cognitive Processes

Curriculum Profiles	Critical Value Observed	Critical Value for DF = 38*
Profile 1 *vs.* Profile 2	4.69	3.46
Profile 1 *vs.* Profile 3	1.69	
Profile 2 *vs.* Profile 3	3.01	

* Ferguson (1981)

Sample Calculation:

$$C_{obs} = \frac{x_1 - x_2}{\sqrt{MS\varepsilon/n}} = \frac{8.15 - 9.40}{\sqrt{1.42/20}} = \frac{1.25}{.266} = 4.69$$

beginning of Ed.C.I. 352 vs. the end of Ed.C.I. 352 (Profile 1 vs. Profile 2); the beginning of Ed.C.I. 352 vs. the end of Ed.Pr. 353 (Profile 1 vs. Profile 3); and the end of Ed.C.I. 352 vs. the end of Ed.Pr. 353 (Profile 2 vs. Profile 3). It may be expected that the greatest significance might result between the beginning of Ed.C.I. 352 (Profile 1) and the end of the practicum experience (Profile 3), since this period was representative of the greatest time frame in which change could take place. The only significant value, however, was between the beginning of Ed.C.I. 352 and the end of this course--a ten-week time frame. Thus, the Ed.C.I. 352 experience itself was responsible for the change in the class curriculum orientation as it related to the development of cognitive processes (CP). The study group was moved to a concern with "how" rather than "what" students learn. These cognitive skills were recognized as being transferable to any number of new sets of circumstances, or learning situations.

Since T, SA, SR and AR were not statistically significant, then it can be concluded that Ed.C.I. 352 had no major influence on class attitudes toward these orientations. It may be assumed that the students entered (and left) the course with these dispositions for the particular curriculum orientations intact. Thus, a high regard was placed on SA, as shown in Figure 1. Conversely, the students did not regard T and SR orientations very highly.

Overall, it may be said that the study group considered the SA orientation as the most important because it holds that the school must provide a personally enriching experience for the child. Thus, teachers should help each student grow through natural experiences, discovering her/himself and evolving toward personal autonomy. Furthermore, it is held that through the personal power of disciplined thinking, "self-actualization" sets each student free. The members of the study group would, therefore, favour this kind of teaching experience. It should be noted that this view was held by the students throughout the course, and was not the result of the course experience per se.

The change brought about in the study group, with respect to the CP orientation, was a result of Ed.C.I. 352 instruction. It was significant that the teaching of cognitive skills, which can be transferred to new teaching situations, was valued over the teaching of content material. This change demonstrated an overall class growth in a curriculum orientation in which student-teachers, in their first professional experience, might be expected to espouse the "what" that a student learns. The concern with "how" a student learns, which was espoused by the study group, illustrated significant growth in a key area of curriculum. A question was raised, however, with respect to the CP orientation--why were student perceptions of the importance of "how" rather than "what" students learn lower after the practicum experience?

Student Volunteer Results

Curriculum Orientation Profiles for each student volunteer are illustrated in Figures 2, 3 and 4. Although statistical significance cannot be tested for in individual results, student perceptions of their graphs are meaningful to consider with respect to the question, "How do I see myself in this curricular framework?"

In Figure 2(a), Pam showed little change between CP, T, SA and AR, during the testing period. A notable change, however, was seen with respect to SR. Pam was negatively influenced by this orientation at the beginning of Ed.C.I. 352 (Profile 1), more positively influenced by the end of Ed.C.I. 352, and moderated between these two extremes by the end of the practicum experience. From the results, Pam slightly favoured AR, but this preference is only slightly greater than the first three, CP, T and SA, respectively.

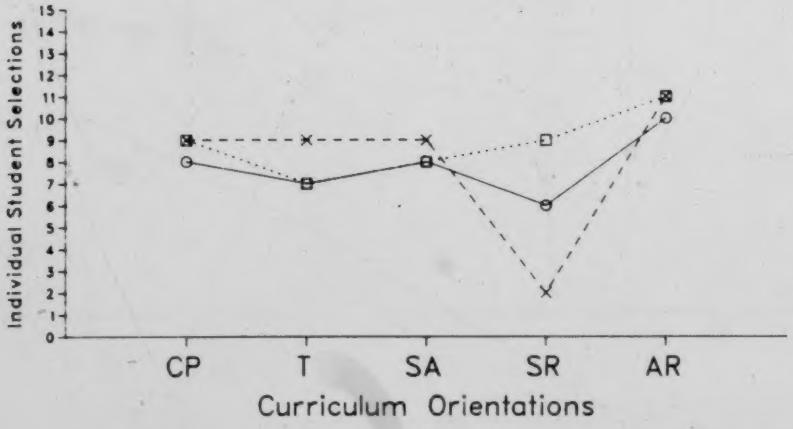
Pam commented on the differences between the three graphs:

> I was not aware in the first one [Profile 1] of the social construction [reconstruction] relevance. In all three [profiles] the academic realization [rationalism] was the most important job for the school. I agree with this conclusion. I believe that the school has to be concerned most importantly with what they teach and what the students learn. All of the other aspects can be taken care of out of class, whereas academics cannot.

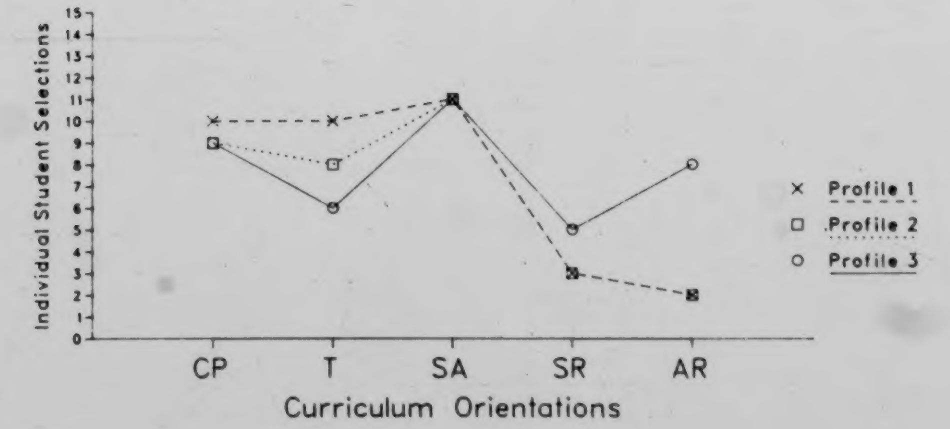
Donnah (see Figure 2[b]) showed a slight preference for SA and CP. SR was low in all three Profiles, whereas AR was seen to increase in preference when Profiles 1 and 2 were compared with Profile 3. Donnah's comments were as

Fig.2. Individual Student Curriculum Orientation Profiles for Pam (a) and Donnah (b)

a) Pam



b) Donnah



follows:

> . . . no real differences between Profiles 1, 2 or 3. . . . I think it is important to remember the classroom is made up of individuals with separate needs and interests. Course content should take this into account, it should be relevant to the needs of each student.

Donnah's final comments seem to lean more toward Self-Actualization of the Child than her profiles illustrated.

Her comment on the overall exercise was that:

> It confirmed what I already knew. I already had formulated an opinion on education for this exercise . . . the opinions I had formulated matched exactly the scoresheet.

Alia (Figure 3[a]) indicated that:

> There is a distinct change in my concept #1 in the development of cognitive processes.

This identified change occurred during Profile 2, at the end of Ed.C.I. 352. However, after Ed.Pr. 353 (Profile 3), the CP value was the same as in Profile 1.

Alia stated that:

> . . . my highest peak was self-actualization. I feel that all things in life should help each individual to grow and continue to grow.

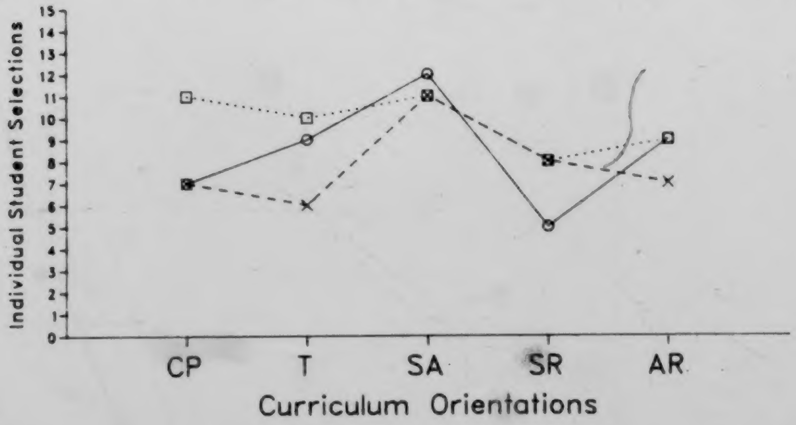
Alia's SR scores were lowest at the end of her practicum and the SA value was highest at this time.

Donalda's comments with respect to her three Profiles were as follows:

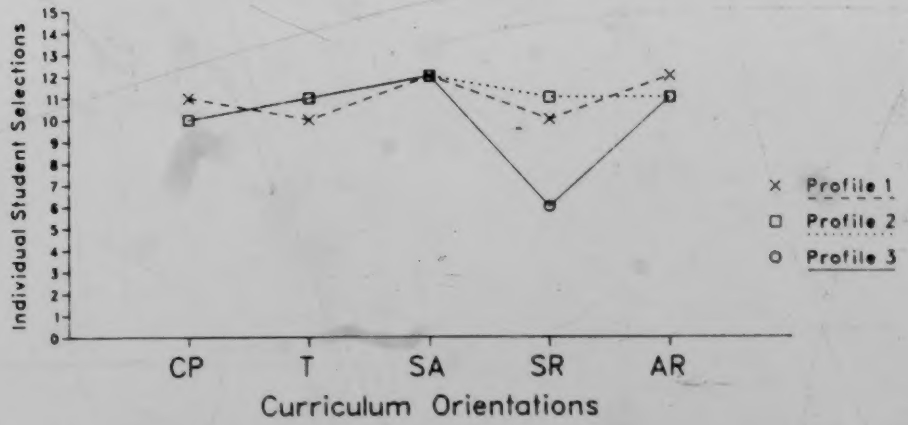
> . . . looks like I lean heavily into developing cognitive process and self-actualization . . . . I agree with the highest peak [SA in all three Profiles]. It seems that I haven't changed my thoughts much because there is not much difference between Profiles 1, 2 and 3.

Fig.3. Individual Student Curriculum Orientation Profiles for Alia (a) and Donalda (b)

a) Alia



b) Donalda



With the exception of the lowered SR in Profile 3, Donalda's comments accurately recognize the almost straight line relationship between the five curriculum orientations. Clearly, a preference was not evident, as shown in Figure 3(b).

Petra's profile results are shown in Figure 4(a) and most closely resemble the averaged class results, from this volunteer group. Petra states that:

> . . . there are differences between Profiles 1, 2 and 3, but the general curve in each graph follows the same pattern.

In each Profile, however, Petra's highest peak was SA and the lowest were T and SR. Petra indicated that:

> . . . the study was worth it and I appreciate the fact that we have been given the results of these exercises.

Kent's comments with respect to Figure 4(b) were that:

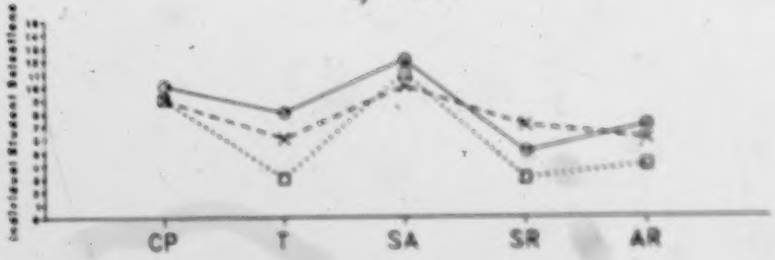
> . . . the general shape of each of my profiles is quite similar--with cognitive processes and self-actualization claiming the highest peaks. It may be interesting that on the first profile cognitive processes was highest (12) and in study three self-actualization was the highest (11). . . . this is interesting because I believe I favour self-actualization as a goal for curriculum.

Kent's statement regarding the Curriculum Orientation Profiles was that:

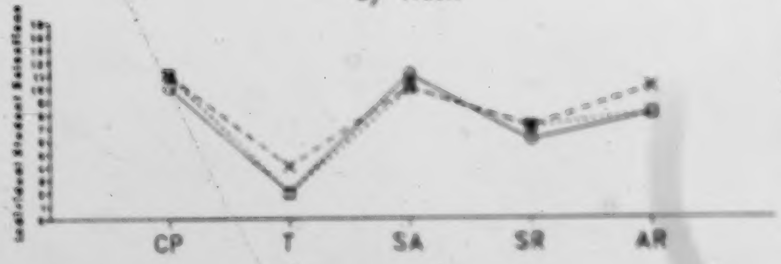
> . . . the study was interesting, but provided me with nothing I did not already know. However, the study helped to assure me of what I thought I valued and so I would say it was worthwhile.

Fig.4. Individual Student Curriculum Orientation Profiles for Petra (a), Kent (b) and Nanci (c)

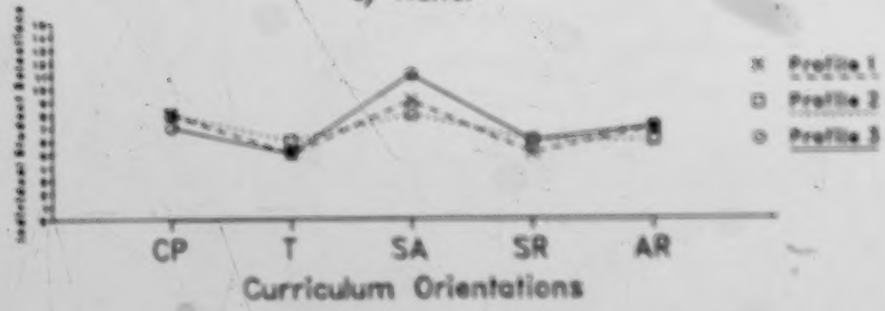
a) Petra



b) Kent



c) Nanci



Nanci's curriculum profiles (Figure 4[c]) reflected the mean class profiles shown in Figure 1. Her comment regarding the value of this assignment was that:

> . . . I did not find this as valuable as my log [Journal] because it tended to be, well, black and white which I find frustrating. It was interesting but not my "cup of tea."

With the exception of Pam and Donalda, the members of the volunteer group showed a tendency which favoured the *Self-Actualization of the Child* as a curriculum orientation.

It should be noted that the final member of the volunteer group, Tom, chose not to do this exercise. The reasons will be evident in Chapter V.

Results and Discussion of Student Growth

A measure of student growth was obtained from three sources: course assignments (one and six); journal reporting; and semi-structured interviews. The latter results will be dealt with in Chapter V.

Assignments One and Six as Growth Indicators

Assignment One (see Appendix B) was given in September and offered an introductory orientation to student perceptions with respect to the following questions:

1. "What does it mean to be a teacher?"
2. "What characteristics and skills are needed to be an effective teacher?"
3. What kind of teacher am I now?" and "What kind of

teacher do I want to be?"

Assignment Six (see Appendix B) was due on the last call-back session in December and was an indicator of how well each student had integrated theory and practice.

For both assignments, the student-volunteer responses as well as responses from other members of the study group were analyzed for their content with respect to the questions raised in the assignments regarding teaching and the choice of teaching as a career.

Five out of eight student-volunteers stated that it was the opportunity to work with and help young people that led them to choose teaching as a career. This compared favourably with results shown in the pilot study (see Appendix C, Table V). Other reasons for choosing teaching as a career, by members of the study group, were: an enjoyable work experience; a challenging vocation; and the need for improving the educational system.

Kent's response, from the student-volunteer group, regarding the Assignment One question--"What does it mean to be a teacher?"--was that:

> The active relationship between the teacher and the student is of key importance in the discovery of what it means to be a teacher. . . . A sense of mutual respect and caring are the building blocks of this relationship and these are reinforced and held in place by a growing sense of responsibility and trust.

Kent, at the outset, recognized the dynamics of teaching and that teachers were not simply purveyors of knowledge. He emphasized the importance of developing problem-solving skills in students.

Kent had a very successful student-teaching round and identified two factors which contributed to it:

> 1) I was fortunate enough to develop a good rapport with my cooperating teacher almost immediately; and,
> 2) I was able to relate to the students in a meaningful way.

It is both remarkable and encouraging that Kent was able to achieve this developmental level--Stage III, according to Kass and Wheeler (1975). Kent states:

> I was always prepared for the classes I taught. I tried to be positive in my attitudes towards the students, their playing and the music they were dealing with at all times. I believe that this had an effect on them and that they knew and respected the care and concern I displayed.

Tom, on the other hand, exemplified the opposite end of the spectrum. His view of teaching was:

> Teaching is a process, an activity. . . what I think is essential in teaching--common knowledge. Teaching, then, involves the sharing of common knowledge.

With respect to the student-teaching rouhd, Tom felt that, because he was older than most in the class, he was more experienced and therefore ready for the practicum. He did reflect on a feeling of helplessness that he had and focused on disciplinary measures and authority as the answer to classroom management. Unfortunately, Tom seemed to fixate in Stage I development, while professing openness, his arrogance became a major stumbling block toward his development.

Nanci responded to the question, "What does it mean to be a teacher?," by diagrammatically illustrating a "collage of excellent qualities I have found in teachers I have known." In this collage, Nanci viewed the teacher as leader, listener, advisor, role model, instructor, resource person, motivator, and friend.

She further indicates that "one of the key successes of being a good teacher is the ability to take time for one's students." Nanci is also perceived to have Stage III developmental tendencies (Kass and Wheeler, 1975). Her student-centred concern is evident in the remark:

> A teacher can help students develop and grow by challenging them to reach their potentials and allowing them to explore the abilities they never knew they had.

In her practice-teaching, the integration of theory and practice appears as an ongoing heightening of awareness as she says:

> Throughout our class we have discussed many philosophies, styles, approaches and methods of teaching. These discussions have helped me crystallize some of my ideas on the "right" style of teaching [for me].

Nanci's concern for student is illustrated by the statement that "students must be treated and cared for as human beings with human needs . . . ."

Donnah also made strides toward the integration of theory and practice. A response which centred on her practicum stated that:

> At university, we study mounds of theory, practice teaching allows you to experiment and learn how to implement the theory, which is an art in itself.

Donnah also felt that a teacher's "first priority is the children, not yourself." Peer-teaching is expressed by Donnah thus:

> . . . helped me to prepare for student teaching . . . (1) by feeling comfortable talking and teaching a lesson in front of people; and (2) by preparing lessons and learning techniques such as motivation, introduction and closure.

Alia illustrates that theory still remains somewhat removed from practice:

> All in all, student teaching has been a true learning experience. I can clearly see its purpose and importance in the faculty of education. It causes the strengthening of emotional development because of the new feelings I have gone through. It causes a growth in social capabilities as it widens the perspective in which I see the world. . . . it set me down to earth and made me see education as it is, rather than idealistically, through rose-coloured glasses.

Alia centred on discipline and classroom management procedures as a focus during her practicum. Alia and the remaining student-volunteers seemed to fixate on the Stage I modality--concern with self (survival). Alia speaks for the remaining members:

> I am finding that much of the material and theory taken in previous classes has little practical application in the classroom.

Before leaving the insightfulness of assignments one and six, it is important to recognize the struggle which Petra had in reconciling the theoretical perspective, discussed in Ed.C.I. 352, and its application. She comments that:

> . . . the students could not or at least did not keep on task for more than two minutes. There is something wrong with that and how material is presented to the students. The teacher has the responsibility to make the class and school a "not-bad" place to be. . . . it is not very easy to teach in a non-traditional way . . . I didn't feel like a teacher yet the students had already labelled me as one.

With respect to a class assignment she had given in Language Arts, which demanded creative expression of the student, she comments:

> They were confused and said they had never been asked to think like this before. . . . while I spent my time with each one, however, the rest of the students were doing nothing. I found out later how off-task the students were. One boy had been lighting a desk with a butane lighter whenever I wasn't looking. . . . everyone else was either talking or doing an assignment for Math class.

Although Petra was struggling with classroom management strategies here, she was to overcome this and move toward accomplishing one of her goals: "Teachers [should] provide challenge and give direction [to their students]."

Journal Reporting and Ed.C.I. 352 Assumptions

From the first day of Ed.C.I. 352, when the students paired up to introduce each other to the class, they were encouraged to participate in the class--to be active members. They were encouraged to develop the order of topics in the course outline (see Appendix B), to set questions on their final exam, and to always be participants in the class. As a result, they had a direct say in the way the class was conducted. When opposing points of view occurred, the students and we (John and the writer) as teachers/students dialogued and came to a mutual understanding for the succeeding course direction. Often, during the initial weeks, students were reluctant to bring concerns to the attention of the whole class. They had the option then of speaking to either John or this researcher, or both, after class; or concerns could be addressed through the avenue of journal reporting. This latter method of dialogue proved to be invaluable in keeping a constant finger on the pulse of the class. What resulted was a dynamic classroom atmosphere which will be referred to in Chapter V.

The purpose of this approach, through dialogue, was to address the "kind of teacher education which theorizes, practices, probes, questions, challenges, analyzes, reflects, and applies," and which has an overall goal that states:

> If teaching is to be considered a personal experience, then it must seek to increase self-awareness and self-acceptance through organized experiences which encourage self-analysis and self-reflection. (Ed.C.I. 352, Course Outline, Appendix B)

In order to flush out meanings that each of the seven conceptual components had for the students, a model response was selected to represent the class. The reason for this choice centred around the recognition that Karen, a member of the study group, had put forth extensive time and effort to evaluate Ed.C.I. 352. Her responses espoused what many students had reflected in their logs. The significance for Karen's selection was that she evaluated all parts of the conceptual framework well, while other members of the study group showed strength in two or three assumptions only.

The following entries represent Karen's evaluation of the assumptions which provide a conceptual framework for Ed.C.I. 352; but also, they embody the evaluations of the majority of study group members.

> 1) Multidimensional. Yes, I feel that through our discussions, various approaches [to] teaching were offered, and Brian, John and my classmates shared their experiences and philosophies that helped me become more aware of how dynamic the elements of teaching are.
>
> 2) [Interaction]. I found the classroom interaction very beneficial to me. The discussions of student experiences and understandings in class and also having Dr. Samiroden and others come into class, I found these experiences to be truly meaningful. Having classmates share their interpretations of the different topics we discussed helped me to develop my own interpretations and also to think more critically about [different] points of view.
>
> 3) [Self-growth and Understanding]. In this class I thought that the topics we discussed were beneficial to the practical part of teaching but, more importantly, the discussions helped me to understand more about what becoming a teacher involves. I've looked at my values and beliefs and become more aware of the many different interpretations people have. I am able to value their judgements and accept what I feel fits my [teaching] style. I once thought there was a "right way" of teaching a specific subject area. Throughout the course you said "if this style suits you and you feel good about it, use it." Through self-growth and new awareness I realise that each of us are individuals and we're developing our own styles of teaching our own philosophies of the educational process.

4) Skills and Techniques. In this course a variety of teaching skills were put forth, but the approach taken was not specific. The skills and techniques were offered and each of us incorporated these skills into our lesson plans if we felt they were suitable. When the skills and techniques (examples: questioning techniques, motivators, communication skills, etc.) were presented in the form of handouts, group work or discussion, a variety of ways of presenting them in the class were discussed and suggested. I found these suggestions very helpful.

5) Sequential Growth. . . . Initially we discussed skills, techniques and approaches to teaching. As the course progressed we reflected [on] our thoughts and feelings about the theory presented. The only practical application of the theory took place in our micro-peer-teaching which I feel was a good experience. In keeping a logbook we reflected [upon] our thoughts about the theory presented and discussed in the lesson. Through use of the logbooks and class discussion, I've increased my level of awareness and my ability to analyze what was presented in each of the classes.

6) Shared Reflection of Theory and Practice. To this point in the course the only practical application that occurred was in the micro-peer-teaching and planning the lessons. I think that upon completion of the Phase II Practicum we will be able to compare the theory and practice more meaningfully.

7) Potential to Change. I am convinced that classrooms become what we as teachers make them. I realized that the values, beliefs and skills we have will influence the experiences that each student in our class will receive. Our discussion on humanism vs. behaviourism, and the "hidden curriculum" have helped me to be more open to new ideas. When we become aware of what goes on in the educational system, we can evaluate the occurrences that we're not even aware of, just like the kindergarten teacher that Apple talks about. Through the C.I. course I've developed new awareness and understanding of what goes on within the educational system.

The presentation of course material by both John and this researcher was not only to be problematic, but also open and receptive to student needs. We had hoped that contrasting teaching styles (but shared philosophies) would serve as a model for the students.

Ross expressed his perception of us in his evaluation:

> Overall, I think the objectives were dealt with effectively, but because of time a couple of the objectives (Classroom Management and Classroom Related Activities) were dealt with in less detail. On the other hand, I was pleasantly surprised to find some issues which were much beyond (as I saw it) the scope of the objectives (although extremely pertinent to teaching), presented and examined as they came up. There always was enough time to talk and debate about spontaneous remarks and problems. This had a powerful effect on me in regard to teaching and the curriculum. In addition, the deep analysis of philosophical issues in schools and teaching were very insightful and meaningful for me before entering the teaching system. I hope that there will be this sort of flexibility in the classroom and curriculum not only in future [Ed.] C.I. 352 classes, but schools generally.
>
> Perhaps most refreshing from the course was the instructors we had. Two instructors meant two styles and, in this case, quite similar in their philosophies but quite different in their teaching methods. John's and Brian's approaches allowed me the opportunity to compare methods and evaluate specific techniques used by each one. It also allowed me a chance to identify certain teaching approaches which were conducive to their personality and character and extrapolate what style, or part of an approach . . . might be most comfortable for me in a classroom situation.

In addition to direct feedback in the journals, students received a synopsis of each reporting period at the beginning of the next class. These synopses can be reviewed in Appendix D. These gave the students a better appreciation for the sentiments of the class, since pro and con comments were discussed. Thus, the opportunities to develop and grow were provided and evidence in the words of the students.

In summary, the results discussed have illustrated the following points:

1. The significant preference of the study group for the development of Cognitive Processes (CP), as a curriculum orientation, was identified as the direct result of the Ed.C.I. 352 experience;
2. The Self-actualization of the Child (SA) was graphically illustrated as the most preferred curriculum orientation choice and student perceptions were not altered by either Ed.C.I. 352 or E.Pr. 353;
3. Individual student-volunteer curriculum orientation preferences ranged between CP, SA and AR, while T and SR were scored lowest;
4. Course assignments can be used as growth indicators with respect to identifying student-volunteer concerns with survival (Stage I), subject mastery (Stage II), and recognition of individual student needs (Stage III);
5. Journal reporting not only provided for an ongoing dialogue with each member of the study group, but also was extended to include evaluations of Ed.C.I. 352 assumptions.

To complete the analysis of student self-growth, as it relates to the first professional experience, the following remains to be considered: the development of a personal teaching style; the integration of theory and practice; and perceptions of the Ed.C.I. 352/Ed.Pr. 353 experience by student-volunteer critiquing. These aspects, relative to early teacher development, will now be considered using information gathered from semi-structured interviews with the student-volunteers.

CHAPTER V

RESULTS AND ANALYSIS OF STUDENT INTERVIEW DATA

Introduction

This chapter has as its focus the student-volunteer interviews and their inherent student perceptions, feelings, concerns and suggestions which developed as a result of the Ed.C.I. 352/Ed.Pr. 353 experience. Wherever possible, an attempt has been made to let the students speak for themselves, for it is their growth and understanding that have been disclosed.

Student-Volunteer Interviews

The three interviews, in which each of the eight student-volunteers participated, were studied for self-growth during the Ed.C.I. 352/Ed.Pr. 353 experience. During these courses, the potential for early teacher development was made possible as a result of the Phase II program, which represents the first practice-teaching experience, since Phase I consists of the observation (only) of teaching by a professional. In this sense, the opportunity for integrating theory and practice was present for the first time, with respect to teaching, in a school setting during the Phase II practicum experience.

After analysis of the student-volunteer interviews, three themes were evident, and each represented a measure of early teacher development. These were:

1. Development of a personal teaching style, based on self-analysis and reflection;
2. The dynamic of theory and practice, based on each individual's conceptualization and reflection (of it); and
3. A critique of the Ed.C.I. 352/Ed.Pr. 353 experience, based on reflections during and after each part of this program.

The conceptual framework of Ed.C.I. 352 was used as a guide in formulating the interview questions and analyzing the student-volunteer responses. The interview questions can be found in Appendix E. A sample section from an interview has been included in Appendix F, to illustrate how the theme analysis took place. The theme analyses which follow represent a measure of the extent to which self-growth took place for each of the student-volunteers.

Theme Analyses of Student-Volunteer Interviews

Development of a Personal Teaching Style

The development of a personal teaching style depends on: an understanding of self; the ability to conduct a self-analysis of lessons presented; and the ability to respond (positively) to relevant suggestions made by instructors, peers, cooperating teachers and practicum representatives, as they may relate to observed lessons.

Among the eight student-volunteers, the development of a personal teaching style was more obvious in some (and in fact could be identified with some precision with respect to an actual "teaching moment") not present in others, and beginning to emerge toward the end of Ed.Pr. 353 for the rest. Kent best exemplified the development of a teaching style that could be identified with an actual "teaching moment" (experience).

During the micro-teaching, Kent had experienced organizational difficulties with the first two sessions. After self-analysis of his topics and consultation with his instructor on the matter, he was able to correct shortcomings in introduction, timing and closure.

Kent identified micro-teaching as the most meaningful aspect of the Ed.C.I. 352/Ed.Pr. 353 experience. He says:

> . . . peer teaching, I found to be highly beneficial. . . . the reasons . . . were primarily that the expectations . . . were realistic. In each lesson I felt like I had succeeded in something. I never felt like a total failure. I think . . . the reason that I felt that way was the way we approached evaluation, which was self-evaluation to begin with and then . . . group evaluation . . . the evaluation became more critical as we went along.

Time restraints are important in micro-teaching but in Kent's group it was decided that the complete lesson would be presented with an awareness of the time restraint but not a strict adherence to it. Kent comments that:

> I appreciated the time limit extensions, if your lesson happened to go a little over because it made me feel that my lesson had been more successful when I was allowed . . . to finish what I had planned on finishing and so it gave me the feeling that I had succeeded, whereas if I had been cut off in the middle, I would have felt, "well this is a waste, all of this preparation and everything has been for nothing," because I didn't achieve what I wanted to.

During the second interview, just prior to Ed.Pr. 353, Kent was asked about his immediate concerns. His apprehension can be felt when he says:

> . . . I was concerned about my area of concentration, whether I wanted to be teaching music. . . . my interests seem to have been changing slightly . . . I want to do music for two years if I can get a job. . . . I may find it really exciting . . . I'm concerned about how well I'll do this year.

Toward the end of the practicum, Kent comments:

> I enjoyed the course and I enjoyed student teaching. The thing about student teaching that I have enjoyed the most is that I realized that teaching is something I can do, something that I might want to do for a long time. . . . it feels like it could be a very good job . . . I feel now that I will be quite happy to teach.

A sense of emancipation is indicated by these remarks and a real feeling that the "Who am I?" and "How do others see me?" questions have been reflected upon and resolved by Kent.

The obvious effect of role-modelling, by John and this researcher, and the influence that it had on the students and possibly their development of a personal teaching style, was a natural consequence of instructing the Ed.C.I. 352 course. Again, Kent best exemplifies this point. He states:

> You presented the expository approach or the objective principle approach [traditional] versus the divergent approach or less structured [non-traditional] . . . having students solve problems for themselves. Not that you couldn't use the [traditional] method . . . you can't [teach] towards the creative side of things.

Further comments about the influence of the Ed.C.I. 352 instruction were made by Nanci:

> I looked to you [John and the writer] more as people who are trying to help me in my growth towards [becoming] a teacher.

During Kent's practicum interview, he related a teaching situation in which his students were encouraged to discuss, freely, a problem which centred on their motivation with respect to their work ethics. The discussion also included future job aspirations of the students and expectations of monetary returns. He related the situation as follows:

> . . . our discussion got off onto money . . . and most of them felt that they should get paid more and would get a more dangerous job [to receive that pay] . . . . So I didn't jump in the way I might have had I not taken the course with you, 352, I might have jumped in and said, "Well, look, ultimately what we are talking about here is that happiness is the most important thing and if you are motivated by money then the whole world is going to go down the tubes," . . . because I have views [that] I might have come out with, but instead I said, "Yeah, that's fine [I see your point]," and I think they [appreciated] that.

Kent further discussed the important role that listening played in these classes. By listening to them,

> . . . we got onto the topic, "Do you think you would be more motivated in school if you had more power, say, over the curriculum?" One girl was very articulate and said she would be more motivated because she feels she is being treated like a child, and she is in Grade 12. She thought attendance was degrading . . . .

He comments on his approach in these instances:

> I came at it from sort of the same problematic style that you guys used in the 352 course. I learned from your teaching style.

As a final comment on Kent's growth and development of a teaching style, he says:

> I hope I can keep enthusiasm alive and I think probably, that's one way that you do, by constantly working on yourself [self-analysis and reflection], being aware of when you're slacking off or why you're slacking off . . . I have watched teachers walk into their classrooms with no preparation, and even admit it, and say, "I don't know what I'm going to do with these kids this class," and then they walk in with them and well, they have a lesson but it's boring and they are bored.

The important roles played by all teacher contacts, as a student-teacher develops his/her own personal teaching style, were recognized by Kent. Initially, as he stated, it begins during the curriculum and instruction course by instructor role-modelling, coupled with micro-teaching lesson analysis, and dialoguing about "teaching situations." This is followed, during the practicum, with lesson analysis and role-modelling by the cooperating teacher. Other teacher contacts made during the practicum also help in the development of a personal teaching style. These influences were also mentioned by the other student volunteers.

The importance of having a good rapport with the cooperating teacher was cited as an area of concern by the student-volunteers. Donnah perhaps sums this up best with the following statements:

> I was lucky. Carol and I got along just super . . . but I could see how it would be if we didn't. I enjoyed my student teaching, but maybe if I had a cooperating teacher that I didn't get along with, I wouldn't and I think that's what's happening with a lot of people—it's not that they don't like teaching, it's just that their cooperating teacher is driving them crazy.

Pam also commented on the role of the cooperating teacher and related this briefly to the course experience:

> Very important. I couldn't have done it without her. . . . I'd say it's as good as with the class. Actually, I'd say it's better.

Conversely, Donalda stated:

> I imagine that there's a shortage of them so you take whoever volunteers. My feeling is that some of them have no idea how to be a cooperating teacher. They give you the key to the door and say, "It's your class, good-bye." . . . as for demonstrations, I had two ten-minute demonstrations of how to teach . . . . He would go and sit in the lounge. He thought that I should run the class. This was his idea of what a co-operating teacher does.

Ideally, the cooperating teacher should be able to build on the course structure and contribute toward the development of a personal teaching style in the student teacher. This evolved for Alia during her practicum experience. In the second interview, she identified three factors which were important to her in Ed.C.I. 352; she responded:

> I thought lesson planning was really good. That was one of the more important ones, I think. Discipline and classroom management [were also important].

With respect to micro-teaching, she stated:

> The practice in explaining, and seeing that people don't know what I know . . .it showed me that . . . I have something to teach people and people have something to teach me.

This basis to Alia's teaching style was built upon during the practicum with the aid of her cooperating teacher. She discussed this point:

> . . . the one thing I learned the most is that you have to plan. I found that out from one experience . . . I thought I was ready [but] I wasn't. It showed in every part [that] was planned well—it went fine [but] when I hadn't planned—it went poorly. I had more confidence when I [had] planned . . . . I didn't think it was all that important until then—it all came out in my practicum.

With respect to the lesson planning on her practicum:

> I learned more about [lesson planning] from my cooperating teacher . . . putting down more [detail], like questions . . . it's the questions that I want to ask that needs to be in my lesson plan, otherwise they'll probably just get skipped.

The growth involved in developing a personal teaching style did not always progress as (seemingly) smoothly as in the first two instances. As with all growth, there is a struggle with self (self-analysis) and with others involved in this dynamic interaction. Such a struggle was evident with Petra. During the second interview, she outlines how she views herself with respect to long-range goals:

> . . . one of my concerns is not being a normal teacher. I know everybody sort of wants to be a unique teacher, but I really would like to be able to establish a really different class. I think if you have a real different class, kids see it as being different from their other ones then you don't have any kind of discipline problems because they say, "Hey, this is a different class." . . . to know how to relate to the students on a different sort of level than normal teachers . . . that's one of my main goals.

In the third interview, Petra vents her frustration with the way she sees her style of teaching impacting during the practicum. Her frustration centred around her need to become a disciplinarian—and her desire to achieve her long-range goals during this first experience. She recounts:

> . . . I found myself saying, "I first have to establish a good classroom atmosphere where kids respect what I'm saying and know that what I'm saying is important," and I don't know how to do that. I know we talked about it in 352 that you have to do that and you do that by being honest and having a good sense of humor, etc., but I didn't have that. You work on it but it doesn't come in a few classes . . . . I tried being myself and [do] what I would do in my own classroom [and it didn't work] . . . so finally I just did what their teacher would do and said, "Okay, you guys, you have to shut up. I'm going to write notes on the board," and they would whine a little bit and I said, "Look, you have to do what I tell you." It worked and that bugs me because I didn't want to do that. . . . I think . . . they were conditioned to be like that and that's what they're confortable with . . . but it still doesn't sit right with me.

The effect of other staff members on Petra was shown in a staffroom encounter:

> When they came in the staffroom, they would say, "Those animals," and "This is a zoo." They would always talk about it like this, and I was talking to my cooperating teacher

> and he was saying, "You've got to come down hard on the kids, you've got to do this . . . and that, and I said, "What about . . . being honest?" He said, "You can't be nice." I said, "Well, I'm not talking about being nice. It's more a person to a person, working together," . . . and all the other teachers laughed at me and I said, "I don't want to have the image of being an old bag in the classroom," and this lady [teacher] said, "Petra, you may as well get used to it because that's what your role is from now until you're finished," and I said, "Well, I beg to differ," . . . . The thing that scares me most is betraying yourself and becoming traditional like they are.

It is evident that Petra is searching for answers while developing her teaching style and that the search is philosophically rooted. Hopefully she will not be compromised.

To this point, growth and the development of a personal teaching style has been considered in cases where the growth is readily identifiable or emerging. It is always a disappointment to recount cases where little or no growth is evident. Tom, perhaps, is representative of this situation. During interview number two, when he was asked to discuss three factors which were important to him in Ed.C.I. 352, Tom was unable to personalize this and commented instead on his view of education:

> . . . my biggest concern about the course would be my general concern about Western Education in general, in that I think it's subject orientated, it's discipline orientated, it's theoretical and it becomes evaluation orientated and it becomes for me something that I don't enjoy, I don't put a lot of work into . . . .

Tom's struggle would seem to centre around the "Who am I?" question and its relationship to "Where am I going?" He is very ends-means orientated and objectifies this view as he comments:

> . . . we know how to *produce* a teacher, they are now going to *produce* optimum results with pupils which means that now we have immediately defined what a student is and how to teach a student.

Tom again demonstrates his depth of reading and understanding in education. He does, however, indicate a measure of honesty when he states:

> . . . to be very blunt and honest, I haven't put a lot of work into any of my courses so I don't want you to feel slighted . . . .

About Ed.C.I. 352 he says:

> . . . I appreciated the value of it . . . it's made me feel that I am being treated as an equal and I feel that I can treat you and John as equals in the sense that I don't have to hide myself and how I really feel.

Tom reflected on his approach to teaching:

> . . . I don't want to be authoritarian but at the same time, I realized quickly that if you don't have some kind of orderly means of communicating, a lot of good things are missed and it becomes counter-productive.

When discussing his communication with the cooperating teaching compared to that in Ed.C.I. 352, he indicated:

> Fairly well, except you have that slight hesitation of wanting to *play the game* and not saying anything that's going to offend, not directly challenging the person you're dealing with, their methods, means and ways of doing things which [would be] on an equal basis between two professionals . . . that's something that is pretty difficult to do with a cooperating teacher.

It is indeed unfortunate that Tom sacrificed an opportunity to develop his approach to teaching by his feeling that there was indeed a game to be played. It certainly raises the question of the whole experience (Ed.C.I. 352/Ed.Pr. 353) being a game in Tom's perception. This I felt was unfortunate for both Tom and what the program had to offer him.

Summary of Theme One—Development of a Personal Teaching Style

The following points summarize the information presented during the interviews, in which self-growth, through the development of a personal teaching style, was identified:

1. The importance of micro-teaching toward the development of a personal teaching style was identified by the eight student-volunteers. In one case (Kent) self-growth was "gestalt-like" as it related to a particular "teaching moment"—the final micro-teaching session. The lesson components—introduction (set), timing and closure—were well coordinated in the lesson presentation and Kent realized, immediately, his success.
2. For other student-volunteers (Alia, Pam, Petra, Nanci and Donnah), the emergence of a personal teaching style was evident during the practicum experience.
3. One student-volunteer (Tom) demonstrated little or no development primarily because he did not put forth a serious effort, by his own admission. He felt that the practicum experience was a game to be played. The dynamic of teaching had escaped Tom who viewed teaching with an ends-means orientation.

4. Three influences were identified by the student-volunteers as contributing to their self-growth: C.I. instructors; cooperating teachers; and other teachers in the school setting. Kent, Nanci, Petra and Donalda identified the C.I. instructors as having an important influence in their self-growth, whereas Alia and Pam identified their cooperating teachers as being most important. Donnah felt both C.I. instructors and cooperating teachers as being important to development. The influence of other teachers was recognized by Petra and Kent in a negative sense. These teachers embodied an uncaring attitude toward students as well as (seemingly) a lack of lesson preparation.

The three influences identified all served as role-models for the student-teachers. It may be that the role-models who created the strongest impression had the greatest influence in contributing to the development of a personal teaching style.

The Dynamic of Theory and Practice

James MacDonald (1982) indicated that both theory and practice enter the hermeneutic circle in a search for understanding and meaning. The theory-practice dialectic must be viewed in terms of the new meanings that are created for us through our interpretation.

> The test of "good" theory in practice is thus, not centrally that it works (i.e. that we can control practice), but that in the engagement

> of theory and practice we are emancipated from previous misunderstandings and are then freed to reinterpret situations and reach greater understandings. (Macdonald, 1982, p. 57)

Macdonald's notion of theory and practice is helpful when student perceptions are considered. It is necessary to co-consider praxis as the key to this emancipation. Paulo Freire's (1970, 1973, 1978) conscientização and the critical-theoretic paradigm of Jürgen Habermas (1971) are the beacons which guide deeper understanding of the theory-practice dynamic.

Student-volunteer perceptions of the relationship between theory and practice showed a good deal of variation which ranged from a view that theory and practice work together to the opposing view that they bear no relation to one another. Donnah presented a very insightful interpretation of what she understood about the theory-practice dynamic. During the first interview (October 4, 1982), she discussed theory and practice as they related to questioning techniques:

> Before I had any theory, I would sit down and write the questions . . . if [I] had [had] no theory at all, it might take a long time before I [had] learned that certain types of questions and structures are better [than others] and you get at what you want.

Donnah indicated also that "theory [should mix] in with the practical."

In the second interview, Donnah's view of theory and practice had deepened to include the act of reflection; she says:

> I still think that you need theory to go along with practice and then when you do your self-appraisal, you can look back and see how well you worked the two of them together.

The real test of Donnah's perception of theory and practice—as well as the other student-volunteers—came during Ed.Pr. 353, for this represented "real teaching." Donnah was asked, in the last interview, what she thought had been the most meaningful aspect of the Ed.C.I. 352/ Ed.Pr. 353 experience. She said:

> . . . taking theory and seeing how it can be used. [For example], in the C.I. part where we were taking theory, we always looked at how it can be used in the classroom.

Donnah gave an indication of how action and reflection operate to give her a greater understanding:

> When I'm teaching, I still think of theory . . . you can tell the difference if the kids are motivated or not. [I don't] just go ahead and teach a lesson but I try to be conscious of [student feedback] because you can see the difference in the way they work and the way they react [to me]. . . . the total feeling you get in the classroom . . . . So I try and relate both of them [theory and practice] together and draw on [each of them].

In her expression, "the total feeling you get in the classroom," Donnah was perhaps giving an indication of the emancipation that she has attained through the engagement of theory and practice in the classroom. Embedded in this "total feeling" certainly must be a greater understanding, for her, of the teaching-learning dynamic.

Nanci was perceived to be striving toward this level of deeper understanding. During the first interview, she indicated that theory and practice formed a base or foundation for the teacher. During interview two, she said that "theory and practice goes through everything." She further identified self-analysis as an important aid in the theory-practice dynamic.

During her practicum experience, Nanci was faced with several "little problems" as she phrased them. The first situation involved student defiance and the second centred around a girl who came to class drunk. Nanci recounted:

> I felt totally inept to deal with these little problems.

As a result, Nanci sought other meanings and their theoretical constructs but felt that the environment [school] had an impact on theory and practice: "It depends on your environment . . . to me theory is something I'm striving for." This certainly fits into Nanci's experiential framework and the fact that she was seeking a new theoretical base indicated an entry into hermeneutic inquiry which presumably will lead to a deeper level of understanding for her.

For Kent, theory and practice are viewed in their scientific-technical framework. He states:

> . . . theory is aimed towards an ideal situation—it will work if everything goes right. Practice is less than ideal . . . .

Kent, later, included reflection and evaluation in his perception of theory and practice:

> . . . putting theory into practice involves some kind of evaluation and reflection on how

> your theory is being put into practice. Is it actually successful? [If not] then something is wrong with how you are communicating. There might be something wrong with the theory for that matter.

The recognition that the theory may have to be changed or at least re-thought reflects some growth in his perception from his first reflection to the second. In his final interview, after a reflective monologue centred around theory and practice as it relates to teaching music, he said:

> . . . I guess the theory is always there. It's something you know and it just becomes part of you I guess . . . it's much the same as learning to do anything; once you have got the theory and the skills, you sort of forget that [the theory and practice dynamic] and you just do it.

Kent has made some insightful gains with respect to theory being always present and the suggestion that it is woven into practice. It is probable that with the inclusion of a more reflective stance, which moves away from "just doing it" toward reflective action, Kent could reach a deeper level of understanding with respect to the dynamic of teaching and learning. It is encouraging to see this growth in Kent and perhaps the course dynamic was an influential factor in his growth.

With respect to the remaining five student-volunteers, perceptions of theory and practice disclosed in the final interview were unanimous. They stated:

> They don't relate at all. Well maybe a little bit. (Pam)

> I see the theory I learned being thrown out the window. (Alia)

> . . . it sure needs testing out because theory is just fine and dandy on paper . . . taking some of my theory and putting it into practical application is not workable . . . . (Donalda)

> Theory rapidly goes out the window when you have thirty kids in front of you . . . . (Tom)

In each case the student-volunteers seemed to view theory as controlling practice which has the implication of being grounded in an ends-means orientation.

Although Petra felt that theory and practice "didn't match at all," she demonstrates a desirable commitment to growth through self-reflection. At the beginning of Ed.C.I. 352, Petra said:

> I think the theories that we discussed and what I'm sort of developing as my own [are] really valuable [but] I won't realize their full value until maybe ten years from now. It's part of self-growth . . . .

Petra's final interview reflections are:

> . . . in the practicum I didn't find they correlated very much at all. But I still think that some of the theory that we talked about can happen and I'm still determined and I think it comes, over time, where your theory . . . comes out of your practice but your practice [comes] out of your theory too. . . . although, talking to other teachers they said it was crap and they said: "Don't even think about it, don't even disillusion yourself." Maybe I am but I still want to try. I still want to get into the non-traditional way of setting up a classroom. . . . I think after a few years it will come; after [I] feel comfortable in a classroom and [I] get to know [myself] as a teacher a bit better.

Petra demonstrated a good understanding of the theory-practice dynamic and with time and the necessary patience Petra will possibly see her goals fulfilled. She realized, however, that in four short weeks the direction that classes followed cannot be dramatically changed. That is not to say that a student-teacher cannot have a dramatic impact on a class during this time.

A final prophetic word from Petra on theory and practice and how this dynamic relates to practicing classroom teachers:

> It just seems like the teachers don't have a whole pile of developed theories about the way to handle children and people.

Petra had been seeking answers to theoretical questions and their relationships to classroom practices ever since her Ed.Pr. 251 experience.

Summary of Theme Two—
The Dynamic of Theory and Practice

Early teacher development, as represented by student-volunteer self-growth, was evident as each member endeavoured to integrate theory (as presented in Ed.C.I. 352) and practice (the practicum experience, Ed.Pr. 353). The following points summarize this endeavour.

1. The deepest understanding of the theory and practice dynamic was expressed by Donnah. For her, theory and practice were interactive and involved the act of reflection. She described the dynamic as "the total feeling you get in the classroom." This would imply sound planning and well orchestrated teaching techniques which would constantly be refined and updated. The

notion of "praxis" and its embodiment in critical theory is perhaps indicated by Donnah's perceptions of theory and practice. One would not expect to find such a careful consideration of theory and practice at this early stage of teacher development.

2. A level of hermeneutic inquiry was exemplified by Nanci and Kent. In Kent's case growth was most evident. He expressed an initial (first interview) ends-means understanding of theory and practice which later developed into an expression of the importance of reflection in the theory-practice dynamic.

   Nanci conceptualized this dynamic but had difficulty with its implementation in the school setting. This became somewhat frustrating for her.

3. A scientific-technical stance of theory and practice was held by Alia, Pam, Petra, Donalda and Tom. They felt that theory controlled practice in their Ed.C.I. 352/Ed.Pr. 353 experience. Petra expressed disappointment in her observation that most practicing teachers did not possess a theoretical framework. These teachers would represent a "learning by doing" approach to teaching.

Critique of the Ed.C.I. 352/Ed.Pr. 353 Courses

(a) Preparation for the Teaching Experience. During the final interview, the student-volunteers were asked about the effectiveness of Ed.C.I. 352 with respect to their preparation for Ed.Pr. 353. They responded as follows:

> . . . it was as relevant as it could be, would be the nicest way I can think of saying it. . . . I just don't know how you can prepare someone for that experience effectively. (Tom)
>
> No. I don't think anything could prepare you for it because peer teaching is not at all like student teaching. (Alia)
>
> Yes. It was excellent . . . . The learning experience was excellent. (Donalda)
>
> Yes and no. Yes, because we started talking about teaching: what kids do in a classroom, what do you do if this happens, classroom management, presentation of materials . . . just getting yourself thinking about it helps. No, because—this relates back to theory and practice—you don't get a real chance to try out the things that you've talked about. (Petra)
>
> I think it was not bad. . . . A lot of the stuff was not practical. (Pam)
>
> How do you look at curriculum and decide what is in the best interest of the student . . . . I guess just questions that are not so much "how are you going to do this?" but "exactly how are you going to do this?" in more detail. Like not so much generalist but really being specific in some areas. (Nanci)
>
> I think 352 tries to do an awful big job because you've got people in all kinds of majors all lumped together . . . how is lesson planning different [in each area]? (Kent)

And finally,

> Overall, I think it was pretty good. I remember the first day of my log book, I wrote . . . that it seemed there was so much to cover in ten weeks . . . . When I finished the course, I felt like I was ready to go into my student teaching. If it hadn't been for the course, I wouldn't have been prepared for my student teaching nearly as much. . . . I [developed] lots of understanding, a lot more ideas and I felt that I could go into a classroom . . . that was because of 352. (Donnah)

It should be noted that Donnah had expressed a concern about her soft-speaking voice as it related to classroom communication. This problem was resolved during her micro-teaching sessions and subsequently during her practicum experience.

(b) Journal Reporting. The purpose of journal writing to the course was primarily to enable the students to see their growth with time and, secondarily, to develop another dimension in which to engage the students in dialogue. Regular feedback, in the form of comments within their journals, was the stimulus for this engagement. During the interviews the student-volunteers were asked to comment on the journals' usefulness to them. Kent recounted:

> . . . the log was beneficial to me because it caused me to reflect on what we had done in class . . . as a record of how my thinking might have changed over the period of the course. . . . At the beginning of my log, I am basically writing to nobody, except for myself maybe, and that as we go along, I am writing to you and John more and I think that's interesting.

Nanci replied, "Your comments helped me a great deal."

Although Donnah found journal writing difficult, she was very perceptive and insightful. She commented:

> I don't like logs. Maybe I don't like them because it's hard to sit down and write your feelings . . . . I've got the ideas in here . . . it's hard to write them down sometimes . . . I suppose everybody has to take a little bit of discipline and that's good.

Pam said:

> I like the idea of the logs. It gives you a chance to beef and reflect on the class . . . I thought they were pretty useful in this kind of class . . . I liked the feedback.

Petra indicated that:

> I think the log is highly recommendable. I think it's a good thing for everybody to do. For no other reason [than giving] you a perspective on what has happened during the day.

Alia felt that "you look and see the growth."

Although the student-volunteers were encouraged to continue with their journal reporting on practicum, all but Alia found that they drifted away from making entries. Probably the lack of feedback was significant in this regard.

Alia commented on journal reporting on her practicum:

> . . . a lot of times [I was] too busy but . . . I'm glad I did keep it because I was able to see a lot of changes in myself and at least let off steam a bit. As it was, one of my friends heard from me every night because I was telling her everything that happened, but the log helped me get it down.

(c) Ed.C.I. 352/Ed.Pr. 353 - Student Perceptions and Concerns

Perceptions. The impact that Ed.C.I. 352 had on the students resulted from the efforts and planning undertaken by John and this researcher. Suffice it to say that our best effort was put forward to create a dynamic class, complete with an ever-questioning mindset, all of which fueled the problematic approach to the presentation of topics dealt with in the course. Discussions with Valerie Suransky (June, 1982) helped formulate "problematizing as an approach" to Ed.C.I. 352 and for these discussions I was very grateful. The following student responses have shed light on the successes and failures of this approach. Some perceptions follow as an insight into this dynamic.

> I think it's very helpful to me in that it really makes me start thinking. This is the first class that's ever got me thinking about what it is to be a teacher . . . . I'm looking at myself now about how I will be presenting myself and how I will help the students learn and how they will gain insight to learn from me. (Alia; emphasis mine)

These questions certainly led to the development of a personal teaching style as Dow (1979) indicated with her student teachers in Melbourne.

Petra further reflected on the impact of the course on her perceptions of teaching and of future implications for her.

> I think everything we've done [has been] really exciting . . . the more philosophical ideas . . . I really enjoy that because that's really what sets my mind off, all these neat ideas from other people and it

> really challenges what you thought and what you're thinking . . . . The handouts are interesting and I find them helpful too . . . [Both formulate] my own thinking about what teaching is about . . . I really appreciated . . . the problematic method of approaching subject material . . . I think that's when learning really starts to happen.

Both Petra and Nanci were immersed in the class dynamic (interaction in and with the class) to the point that they cited it as the most meaningful part of the Ed.C.I. 352/Ed.Pr. 353 experience. Nanci had difficulty dealing with the end of the course as the following chronological sequence of remarks indicated.

> First Interview
> . . . the class inspires me . . . this class is really alive for me . . . I think our class is really dynamic, and really a good group . . . we really benefit [from] each other and there's just not [enough] time to talk about things we would like to talk about in that two hours.
>
> Second Interview (end of Ed.C.I. 352)
> . . . it's important for me to keep tabs on this group so that I have some foundation where I can say, "How have I improved from here?", [it's] important to me to compare . . . that's why this log is so important to me. It frustrates me that all of a sudden now you have to break up and there will be very little continuation of what's going on . . . we finally have come to a point where we need to go out and come back again but we can't.
>
> Third Interview
> . . . the class, I got really high on. The class [dynamic]: being able to discuss [theories, methods, concerns] and talk about things like that . . . . to be with people who are concerned about the same things . . . . I feel kind of cheated because I feel we finally get to the point where we can talk about what the hell is going on . . . and now I move on to a new school, new group and

> we have to start all over [again]. . . .
> I really feel strongly about separating from the C.I. before my Phase III. But you know, it has to be I guess.

Nanci's anxiety was understandable since she had assumed the role of "class organizer," a role that all of us were greatful for. She had first responded to the need for extra time to discuss various issues in education by suggesting that we hold a lunch-time session following Thursday's class. This suggestion was met with enthusiasm by the majority of the class and was dubbed "The Brown Bagger." The highlight of these brown bagger sessions centred around the question, "What do Schools Teach?" (Apple and King, 1976), which led to discussions on the "hidden curriculum." Petra commented:

> . . . the hidden curriculum . . . I do think it is really important, that we ought to know about it, that we know what we are teaching . . . and what we're expecting of the kids.

Concerns. Some concerns surfaced during the interviews, the first of which deals with the question of continuity and the suggestion of a closer involvement with the field (schools). Petra addressed this point best when she said:

> . . . maybe we should have a couple of weeks afterwards . . . [although I like the way the course is presently set up] . . . . It might be a good idea to have maybe one or two days just for in-services.

What Petra and others in the course were suggesting centred around the course dynamic of dialoguing through questions and problems with others as an aid to developing a clearer understanding of the problem at hand. Hence, a greater continuity between the university and field experiences could probably be achieved. Donnah commented on the dynamic which was present in the course when she said:

> . . . with the group we have—it's amazing—everybody felt comfortable with everybody else . . . so we could get into good discussions . . . you would always find our entire C.I. class together on breaks . . . .

A second concern was a personal one but one that could have future effects on students in a Home Economics minor. Donnah stated this concern:

> I have a strong background in nutrition because of my Home Ec. minor and I'm confident teaching the cooking portion. [But] that's [only] one third of the curriculum, and there's no way . . . that I would be able to teach a Home Ec. class [because] I know nothing about sewing.

Donnah suggested that the three areas—cooking, sewing and family living—should be covered in the Home Economics minor, as it is in the Home Economics major, so that the basics in each area could be covered.

A third concern focused on the practicum-based assignments for Ed.C.I. 352. The students felt that these were not worthwhile and their comments follow with respect to this concern.

> I don't think I got a lot out of those assignments . . . . It does force you to sit down and reflect . . . after final exam week, I really felt fed up . . . a "leave me alone" reaction. (Kent)

> I don't like doing assignments when you're out here [in the schools]. (Pam)
>
> I didn't have time. I felt they weren't important. What was important to me was in the teaching, in the practice that I needed and I just didn't have time. I felt I didn't do a good job on either of them. (Alia)
>
> I thought they were terribly hard to get in. I did a terrible job with five . . . so six I gave some time to but five, I had no time at all. (Donalda)

A final concern focused on our class discussions. Pam and Petra identified a need to sum up the concluding arguments of the respective discussions. John and the writer had assumed that if there were no further questions raised, then that particular topic was answered to everyone's satisfaction. Pam's humour showed through in this related remark:

> A lot of times I couldn't see the point. Things have to be laid out for us dummies.

This criticism was well founded and identified the need for regular summaries which would outline the direction that the dialoguing had followed with respect to the question that was dealt with.

Summary of Theme Three—
Critique of Ed.C.I. 352/Ed.Pr. 353 Courses

The following points summarize the final theme from the student-volunteer interviews.

1. Four student-volunteers (Pam, Kent, Donnah, Donalda) felt that Ed.C.I. 352 prepared them adequately for the Ed.Pr. 353 experience. Three students (Petra, Nanci,

Tom) expressed both positive and negative points of view with respect to practicum preparation by the course. One student (Alia) felt that no course could adequately prepare her for the "real" classroom situation.

2. Six student-volunteers (Kent, Pam, Petra, Alia, Donalda, Nanci) felt that the journal reporting was both meaningful and worthwhile in that it helped them to reflect on their self-growth. Donnah said that it was difficult but worthwhile. Tom did not keep a journal.
3. Student-volunteer perceptions of the Ed.C.I. 352 were that "problematizing," as an approach, was helpful as a guide to developing an understanding of the teaching-learning dynamic.
4. The course dynamic that was developed through dialogue and "problematizing" was viewed by Petra and Nanci as the most meaningful experience of Ed.C.I. 352/Ed.Pr.353.
5. Student-volunteer concerns were: that practicum-based assignments were too difficult to do and should be discontinued; and that class dialogues should be summarized with respect to each question that was dealt with.

CHAPTER VI

SUMMARY, CONCLUSIONS AND FINAL REFLECTIONS

> The art of great teaching is a chimerical thing which sometimes eludes analysis. . . . Teaching is individual; creative teaching establishes its own rules." (James A. Michener, 1939, p. 1)

Introduction

The study has addressed the question of growth with respect to student-teachers in the first professional experience (as defined by a practicum-based teaching assignment). Twenty-five students participated in Ed.C.I. 352 which was team-taught by Dr. John Jagodzinski and the writer. The main focus of this curriculum and instruction course centered around dialogue and the presentation of the course material viewed as problems to be investigated. It was hoped that this approach would stimulate student self-growth through increased self-awareness, self-acceptance and self-reflection. To enhance self-growth written dialogue, through journal reporting, offered an opportunity to sustain this form of reflecting in an evolving manner for the duration of the course(s). Journal reporting also provided a written account of student self-growth.

Summary

Initial teacher professional growth was analyzed with respect to four different approaches: Curriculum Orientation Profiles; Assignments One and Six; Journal Reporting and Ed.C.I. 352 Assumptions; and Student-volunteer Semi-structured Interviews. These results were as described below.

Curriculum Orientation Profiles

The only statistically significant ($\alpha = 0.01$) curriculum orientation was the Development of Cognitive Processes (CP), P = 0.007 (Single Factor Anova with repeated measures). A Tukey HSD Post Hoc Test for CP yielded a critical value which was statistically significant for Profile 1 vs. Profile 2 only. That is, the instruction presented during the ten-week Ed.C.I. 352 course caused this change in student recognition of the CP orientation.

Class and student profile graphs show a preference for Self-actualization of the Child (SA) and CP and a lowered esteem for Curriculum as Technology (T) and Social Reconstruction (SR).

Assignments One and Six

Assignment One: "Teaching, the Teacher and Me." Teaching was perceived by the student-volunteers in a variety of ways from that of an "active relationship in which [dynamic] interaction [takes place] between student and teacher," to "teaching is a process, an activity [in which] knowledge, facts and methods are passed on [to the students]." The teacher was perceived by the student-volunteers as having the following attributes:

> As one who holds certain knowledge and it is his job to be skilled in the effective communication of that knowledge to his students.
>
> . . . [being] a good communicator [with] a sense of humour and a creative and divergent thinker.
>
> . . . [as one] who is enthusiastic, honest and patient.
>
> . . . [as one] who is an effective disciplinarian.

The me of the assignment offered an opportunity for student reflection on where they were, at present, with respect to viewing themselves as teachers. Responses were as follows:

> My knowledge now is basic, adaptability low, projection weak, consistency needy and humor dry.
>
> I have not mastered the skills necessary [to teach effectively].
>
> I have enthusiasm and excitement for life.

Assignment Six: "Analysis of Student-Teaching."

Student reflections regarding the student-teaching experience were as follows:

> I am finding that much of the material and theory [I have] taken in previous classes has little practical application in the classroom.
>
> I could not learn about this area [teaching] except by being in the actual situation [classroom].

> I was always prepared for the classes I taught . . . [and as a result] I developed credibility with the students . . . and discipline was not a problem.
>
> Discipline and classroom management was a problem.
>
> It is a lot easier to teach a class when it is quiet and [the students are] well behaved.
>
> Throughout our class we have discussed many philosophies, styles, approaches and methods of teaching. These discussions have helped me crystallize some of my ideas on the "right" style of teaching [for me].

Journal Reporting and Ed.C.I. 352 Assumptions

Journal reporting gave the writer the opportunity and privilege of dialoguing with our Ed.C.I. 352 students on a personal basis. I experienced their successes, failures, frustrations, concerns, personal enlightenments and a host of related feelings and emotions. For me, dialoguing in this regard was at once interactive and reactive and it was certainly communicative.

A sample reaction to this form of dialogue was:

> As I read back and [as] I write more, I realize that . . . thinking about qualities that I felt had changed [in me] . . . [related to] comments that you've written . . . I wouldn't have picked it up unless you [had] pointed it out to me. . . . I think, as [I] read back to what [I] wrote before, [I] look back and see the growth [that has taken place].

Through journal reporting and personal evaluations of the course (written in the student journals) it can be stated that the following course assumptions were met or exceeded in the students' view: multidimensionality;

interaction; self-growth and understanding; skills and techniques; sequential growth; shared reflection of theory and practice; and potential to change.

Semi-Structured Interviews

Content analyses of the transcribed taped interviews yielded three major themes: development of a personal teaching style; student perceptions of the theory and practice dynamic; and a critique of the Ed.C.I. 352/Ed.Pr. 353 experience.

Development of a Personal Teaching Style. Development of a personal teaching style which represented student self-growth was evident in two students, emerging in four and just beginning in two others. In all cases, the usefulness and importance of the micro-teaching experience was recognized.

The Theory and Practice Dynamic. Student perceptions of theory and practice varied from a view that theory and practice worked together and are interdependent, to a view that theory and practice did not work together and were separated from each other. Another view held that theory and practice was just "common sense."

Critique of Ed.C.I. 352/Ed.Pr. 353.

(a) Journal Reporting: Most students expressed the view that they had found journal reporting meaningful from the standpoint of seeing their growth by reviewing prior reflections and comments, as has been mentioned. A further dynamic of journal writing offered an ongoing critique of the course material as presented, so that adjustments could be made through dialogue. Thus students had a direct input into the direction the course was taking.

(b) Ed.C.I. 352 as Preparation for Ed.Pr. 353: Most students felt the course had prepared them sufficiently well for the practicum experience. Others felt that development and self-growth as a prospective teacher could only be realized via the practice-teaching experience.

Conclusions

Overall, the course did provide a growth experience for the students which was reflected in self-growth through the development of a personal teaching style and insight into the theory and practice dynamic.

Curriculum Orientation Profiles

The statistically significant, CP orientation indicated that the change, with respect to the "how" rather than "what" of teaching was likely due to course effects. Other orientations cannot statistically be attributed to the effects of Ed.C.I. 352. Nevertheless, since individuals were involved and were expressing their views, class preferences for SA and aversions for T and SR cannot be overlooked. It was probable that the students had this mindset at the beginning of Ed.C.I. 352 and continued to espouse it during their practicum experience.

Assignments One and Six

The concern-based developmental sequence of teacher professional growth reported in the works of Fuller (1969), Fuller and Parsons (1972), Fuller and Bown (1975) and Kass and Wheeler (1975) can be applied to the student-volunteers with some reservations. Two of the student-volunteer group, Kent and Donnah, could be defined as exhibiting Stage III development, where concerns are with the social and emotional needs of pupils. The remaining six student-volunteers would be in either Stage I (survival) or Stage II (mastery of subject matter and how to teach it) teacher professional development.

The difficulty in applying this somewhat technical system occurred when infrequent concerns were expressed, such as discipline and class control. This was a concern of the group as a whole and would perhaps imply Stage I development. However, other points expressed in their assignments and journals certainly do not point to this stage at all. Rather, the majority of comments and reflections would imply a teacher professional development in Stage II or III.

It is perhaps more relevant to consider student descriptions, based on journal reporting and interviews in conjunction with assignments as a measure of early teacher development. Assignments are useful in that they cause the students to reflect on self and perhaps could be followed up with interview and journal data to support them.

Journal Report and Ed.C.I. 352

From this researcher's standpoint, the journal writings of the class were invaluable. First, as a line of open communication and dialogue and, second, as a means of "fine-tuning" the direction that the course was taking. The students also valued the experience and recommended its use in future curriculum and instruction courses. They particularly valued "looking back over the logs" to see their own growth (an act of reflection). Reflection, aided in learning about self, and as Berman and Roderick (1977) point out,

> [It is a] procedure by which the person thinks about or examines what he feels, knows, and experiences in order to increase what he knows and understands about himself and his relationship to the world. (p. 179)

It was noteworthy that only one student-volunteer (Alia) consistently made daily journal (log) entries while on practicum. The others found it to be too time-consuming to be followed in their already busy schedule. In this regard, Belanger (1983) reported that:

> The majority of student teachers felt that there was little to be gained by keeping a log. (p. 249)

The present study results indicated, however, that students were enthusiastic about dialoguing via journal reporting. The key here rests with the word dialogue. Regular feedback must be given to the student teacher to initiate and maintain this important communication vehicle.

Belanger (1983) also reported that the cooperating teachers supported the log book section of the practicum handbook (as it is now called) by citing three advantages:

1. It provided a record of events;
2. It served as a guide for observations; and
3. It provided a stimulus for evaluating classroom experiences.

A continuity should, therefore, be maintained between Ed.C.I. 352 course instructors and Ed.Pr. 353 cooperating teachers, if journal (log) reporting is to benefit the student teachers.

Student-Volunteer Interviews

The semi-structured interviews led to a deeper understanding of the degree to which student self-growth had progressed with respect to the three reference points: the beginning of Ed.C.I. 352; the completion of Ed.C.I. 352; and during the final week of practicum.

Personal Teaching Style.

It was possible to observe the development of a personal teaching style. With most students great improvements were noticed during the three micro-teaching sessions. In one case (Kent) confidence and good planning resulted not only in a good final session in micro-teaching but also in the self-realization of a suitable and comfortable teaching style. In the other cases, self-growth as seen in the development of a teaching style developed more fully during the Phase II practicum experience. For all the student-volunteers this form of self-growth was recognized to be ongoing in its development. Some student-volunteers reached a feeling of accomplishment through success and being at ease with themselves in the teaching environment, more quickly than others. This further stressed the individuality of the teaching act and the personality that participates in it.

It was noteworthy that seven of the student-volunteers cited discipline and classroom management as a major concern. This expressed disappointment by these members of the group could have been the result of a naive expectation that all pupils are eager to learn. Several members of the group expressed their enthusiasm and readiness for the new challenge that faced them in the practicum, only to have it somewhat quashed by classroom discipline problems. The impact that a student-teacher's personality and teaching skills has on the class greatly affects good classroom management outcomes. Student teachers also "inherit" the results of the cooperating teachers' approach to classroom management strategies. Student teachers, therefore, should not accept total "blame" for classroom management problems.

Incumbent upon the disappointment discussed above was a perception that theory and practice "did not work," as perceived by five of the student-volunteers, because classroom management was such a struggle.

Theory and Practice. Ratsoy, McEwen and Caldwell (1979) identified the integration of theory and practice as one weakness in Ed.C.I. 352. The findings of the present study were in agreement. Students generally viewed the failure of a particular lesson, or classroom management problems, as a failure of theory and practice and, as a result, established a theory-practice dichotomy. Three student-volunteers were viewed as having a deeper understanding of theory and practice. Donnah, Kent and Nanci felt that theory and practice work together as an important part of the theory-practice dynamic. The other student-volunteers expressed the feeling that theory was separated from practice.

In the present study, clarification of theory and practice was at a personal sense-making level and perhaps not fully understood by the student-volunteers. It is possible that discussions about theory and practice tend to dichotomize these two modalities by verbalizing them as separate entities. Therefore, understanding the dynamic of theory and practice cannot be achieved by simply teaching it to the student-volunteers; it must be experienced and then reflected upon by them.

Louise Berman (1981) stated:

> If theory is personal sense making, then it should be encouraged. If theory is someone else's sense making without room for individual initiative is imposed, then theory may result in mechanized and uninspired practice. Educators need to decide the direction they wish to take and then muster resources both from schools and universities to help them find that direction. (p. 18)

Post-study Recommendations

The following recommendations came as a result of this writer being in-and-with the study and his participation as a teacher/learner.

1. Journal reporting should be encouraged in Ed.C.I. 352 as an ongoing dialogue, and continued in Ed.Pr. 353 with cooperating teachers entering into the dialogue with the students.
2. Future Ed.C.I. courses should be conducted with class participation through dialogue and "problematizing" as an approach such that student self-growth is encouraged.
3. Ed.C.I. 352 instructors should reflect on and carry out the conceptual framework of the course—multidimensionality, interaction, self-growth and understanding, skills and techniques, sequential growth, shared reflection of theory and practice, and potential to change.
4. An understanding of the theory and practice dynamic should begin with Ed.C.I. 352/Ed.Pr. 353, using the methodologies of dialoguing and journal reporting. This should be built upon in subsequent Curriculum and

Instruction courses. As well, all teachers would benefit from regular inservices which would deal with a clarification of theory and practice and lead to a deeper understanding through "praxis."

Final Reflections

The theory and practice dynamic brought the writer to this program. The writer had been teaching for ten years, was a Science Department Head in a high school and became increasingly uneasy with his inability to relate educational theory to his everyday actions in the classroom. He was familiar only with Joseph J. Schwab's enquiry theory as it related to the B.S.C.S. Biology Program which the writer was teaching. He did not wish to "credit the theory of learning through doing " as Shumsky (1968) stated with respect to cooperating teachers.

Upon entering the program, in the Department of Secondary Education, University of Alberta, the writer was introduced to the word "praxis" during Ed.C.I. 549/550 classes, and subsequently to the works of Paulo Freire. His question now became: "How does 'praxis' relate to the theory and practice of teaching and learning?"

Courses with Tom Beckman, Val Surensky and Michael Apple helped the writer to formulate his thoughts. The words of Michael Apple are still clearly heard:

> The two worst things that have happened in education are: (1) the dominance of

amelioration; and (2) the influence of Bloom's taxonomy.

With the formulation of this study on early teacher development, the writer became involved as a teacher/learner. He believes that students should be given our maximum efforts and the light that begins to glow within them warms all who are near. The writer was privileged to view, first hand, this glow in many and agonized over others who refused to pick up the torch or could not see it being handed to them. This implies that students interact on many different levels in a given teaching situation and that the sum of these interactions represents the class dynamic.

Teaching indeed is a "chimerical thing which sometimes eludes analysis" as Michener (1939) so aptly pointed out. David Denton (1974) embellishes Michener's words in his description of teaching:

> Teaching is a mode of being in the world and, as such, is neither describable nor analyzable with the language of things. Analyses . . . err in attempting to severe teaching from teacher, doing from being. (p. 103)

James Michener (1939), A.S. Neill (1960, 1977), Gillett and Sadler (1962), Joyce, Brown, and Peck (eds., 1981) and many other writers have identified the teacher's personality as the key factor in good teaching. Based on this study, this writer would concur with these findings. Student-teachers/volunteers who demonstrated flexibility and adaptability to classroom dynamics and who were congenial in the classroom, experienced the greatest success in their practice-teaching round.

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APPENDIX A

CURRICULUM ORIENTATION PROFILES
STEP I AND STEP II

Curriculum Orientation Profile

These statements represent a set of value "signposts" which may help you discover your orientation towards the content, goals and organization of the curriculum. These statements identify a broad range of very different approaches to questions persistently asked in the curriculum field. What can and should be taught to whom, when, and how?

A. As you peruse the list, decide whether you agree or disagree with each statement and check the appropriate column.

B. Once you have completed the exercise move on to Step II which you will find at the end of the list.

	Agree		Disagree
1 The curriculum should provide students with intellectual autonomy		1	
2 The curriculum should stress societal needs over individual needs		4	
3 The curriculum should be primarily humanistic and existential		3	
4 The curriculum should be preoccupied with the development of means to achieve prespecified ends		2	
5 The curriculum should be concerned with the technology by which knowledge is communicated and learning is facilitated		2	
6 Not all subject matters are created equal		5	
7. The emphasis should be on problem solving, or the discovery approach to learning		1	
8. The curriculum should feature heuristic questions — the type that stimulate curiosity and generate speculation		1	
9. The overall goals of education should be concerned with the relation of the curriculum to society as it should be as opposed to society as it is		4	
10 The curriculum should be deliberately value saturated		3	
11 The curriculum reflects finding efficient means to a set of predetermined, non problematic ends		2	
12. Objectives should be stated in specific, unambiguous terms		2	
13. The curriculum should be an active force having direct impact on the whole fabric of its human and social context.		4	
14 Education is seen as a means of helping the individual discover things for himself		3	
15. Curriculum is expressed in concise, terse, skeletally logical, crystalline language		2	
16 The learner is seen as interactive and adaptive		1	
17 Curriculum should focus on personal purpose, the need for personal integration		3	
18 The curriculum should provide the learner with opportunities to acquire the most powerful products of man's intelligence		5	
19. Social reform and responsibility to the future of society are the primary goals of schooling		4	
20. The curriculum should serve as a vehicle for fostering critical discontent in society		4	
21 Curriculum should stress refinement of intellectual operations		1	
22 The established disciplines of knowledge are essential		5	
23 Education should provide content and tools for further self discovery.		3	
24 The focus should be on the learning process per se		1 2	
25. Driver training dilutes the quality of education		5	
26 Management by objectives should be an integral part of the curriculum		2	
27. The focus should be on the how (process) rather than the what; instructional effectiveness		1 2	
28 The curriculum materials, when used by intended learners, should produce specified learning competencies		2	
29 The goals of education should be formulated in dynamic, personal, process terms		3	
30. Curriculum should be based on the structure of the academic disciplines (the primarily intellectual ones)		5	
31 The primary goal should be the development of cognitive skills that can be applied to learning virtually anything		1	
32. The curriculum should focus on the exploration of resources, pollution, warfare and water, the effect of population increase, the unequal use of			

	Agree		Disagree
natural resources, propaganda, and self control in the interest of one's fellows		4	
33. Curriculum should include action programs designed to improve social life in the community		4	
34 Curriculum should provide the tools for individual survival in an unstable and changing world		4	
35' Curriculum emanates from the particular interests of particular children		3	
36 Curriculum should include works of art that have withstood the test of time		5	
37 Curriculum should provide the means to personal liberation and development		3	
38 The curriculum should undertake community oriented service tasks		4	
39 Curriculum should represent cultural transmission in the most specific sense		5	
40 Curriculum should reflect current real life situations		4	
41 Learning occurs in certain systematic and predictable ways		2	
42 Curriculum should provide access to the greatest ideas and objects that man has created		5	
43 The curriculum should advocate adaptation as the means of effecting smooth change		4	
44. The concern should be very much on what is taught		3 5	
45 Private meaning is very important		3	
46 Curriculum should provide satisfactory consummatory experience for each learner		3	
47 The Bloom taxonomy with its six cognitive hierarchical levels should play an important part in the curriculum		1	
48 The curriculum should focus on highly structured tasks, each of which builds upon what has gone before and prepares for what is to come		2	
49 The student should play a major role in generating his own educational purposes		3	
50 Education should stress the leading ideas that have animated mankind		5	
51 The school should be the agent for social change		4	
52 Education is an integrative, synthesizing force a total experience responsible to the individual's needs for growth and personal integrity		3	

	Agree		Disagree
53 · The real task of the educator arises in organizing the material sometime before the learner ever enters the classroom.		2	
54 Educators should be concerned about teaching the processes by which learning occurs in the classroom.		1	
55. Problem solving skills are more important than particular content or knowledge.		1	
56. The curriculum should emphasize not topics or subjects but forms of thought.		5	
57. Both the conceptual and the syntactical structures of the disciplines are significant factors in curriculum.		5	

Step II

(Complete the first part of the exercise before you read this section.)

Next to each item you have checked, you will find a number or numbers which identify a specific orientation to curriculum (column 2).

1 development of cognitive processes
2 curriculum as technology
3 self acualization, or curriculum as consummatory experience
4 social reconstruction relevance
5 academic rationalism

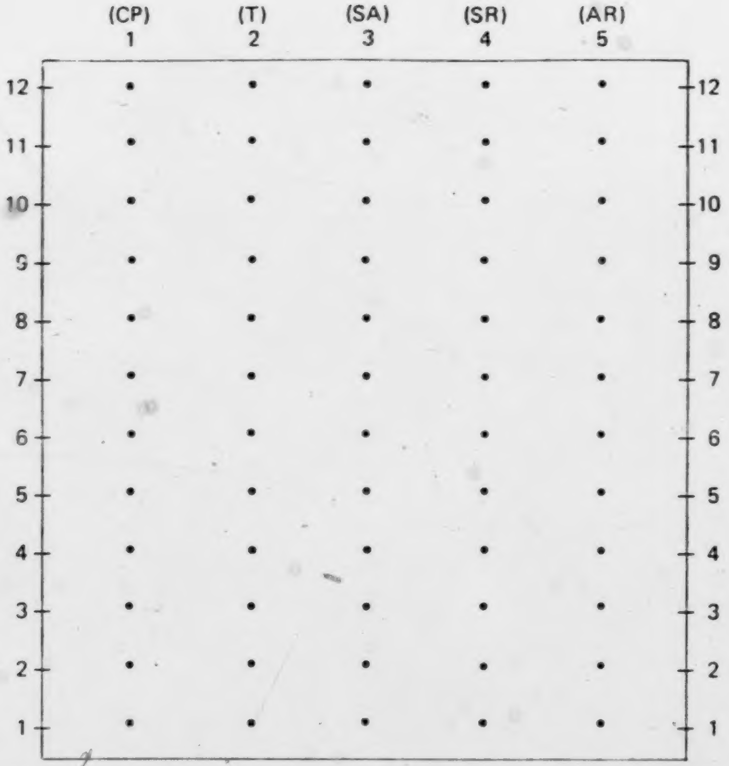
Check your list (the *Agree* column) and tally the total number of each of the above orientations. For example, perhaps you have a total of ten 1's (cognitive processes) and six 2's (technology). This will provide you with a "profile" that should reflect your dominant thrust in curriculum. Virtually all curricula that have been produced reflect different degrees of each of these orientations.[ ]

Here is a further step you can take in using the profile questionnaire: plot your results on the chart (figure 1) to get a graphic representation of your dominant thrust in curriculum.

NOTES

1. Elliot W. Eisner and Elizabeth Vallance, *Conflicting Conceptions of Curriculum* (McCutchan Publishing Corp., 1974).

2. The Curriculum Orientation Profile is reprinted from the journal of the Canadian Education Association, *Education Canada*, Fall 1979, pp 38-43.



CP = development of cognitive processes; T = technology; SA = self-actualization, consummatory experience; SR = social reconstruction – relevance; AR = academic rationalism

Figure 1/Graph of your curriculum orientation profile

FOR FURTHER READING

Connelly, F. M.; Finegold, M.; Clipsham, J.; and Wahlstrom, M. W. *Scientific Enquiry and the Teaching of Science*. Toronto: Ontario Institute for Studies in Education, 1977.

Science Curriculum Improvement Study. "Teacher Self-Inventory." In SCIS *Teacher's Handbook*. Lawrence Hall of Science, University of California, Berkeley, 1974.

APPENDIX B

SCHEDULE, COURSE OUTLINE AND ASSIGNMENTS

ED.C.I. 352 - J9

SCHEDULE

Week	Session No.	Date	Topic	Text Reference
1	1	Sept. 14	Introduction; Course Outline; Assignment #1; Journal Writing	Ch. 1
	2	Sept. 16	The Ideal Teacher: "What does it mean to be a teacher?" Mini-workshop	
2	3	Sept. 21	Values - Mini-workshop	
	4	Sept. 23	Models for Teaching	Chs. 9,10,11
3	5	Sept. 28	Lesson Planning	Ch. 7, Prac. Hdbk. p. 30
	6	Sept. 30	Lesson Planning - Micro-teaching	
	7	Oct. 1	Micro-teaching (1): a.m. -Group A p.m. -Group B	Assignment #2
4	8	Oct. 5	Post-Conference - VTR of Lesson Plan	
	9	Oct. 7	Review Lesson Planning	
	10	Oct. 8	Micro-teaching (1): a.m. -Group C p.m. -Group D	Assignment #2

(cont'd)

Ed.C.I. 352 - J9 Schedule (cont'd):

Week	Session No.	Date	Topic	Text Reference
5	11	Oct. 12	Communication Workshop	Chs. 5,6,8,12
	12	Oct. 14	Communication	
	13	Oct. 15	Micro-teaching (2): a.m. -Group B p.m. -Group A	Assignment #3
6	14	Oct. 19	Instructional Techniques (Motivation)	Chs. 2,3,4
	15	Oct. 21	Instructional Techniques (Cone of Experience)	
	16	Oct. 22	Micro-teaching (2): a.m. -Group D p.m. -Group C	Assignment #3
7	17	Oct. 26	Instructional Techniques (Conclusion)	Ch. 11
	18	Oct. 28	Questioning	Chs. 9,11
	19	Oct. 29	Micro-teaching (3): a.m. -Group A p.m. -Group B	Assignment #4
8	20	Nov. 2	Complete Questioning	
	21	Nov. 4	Classroom Management	Chs. 2,6,15,16
	22	Nov. 5	Micro-teaching (3): a.m. -Group C p.m. -Group D	Assignment #4

(cont'd)

Ed.C.I. 352 - J9 Schedule (cont'd):

Week	Session No.	Date	Topic	Text Reference
9	23	Nov. 9	Classroom Management - Evaluation Topic Review	Chs. 13,14; Prac. Hdbk, pp. 29,117
	24	Nov. 11	Evaluation - Classroom-related activities Remembrance Day - no classes	Ch. 17,13,14
10	25	Nov. 15-18	No classes	
	26	Nov. 19	Exam	

DEPARTMENT OF SECONDARY EDUCATION

Ed.C.I. 352 - Teaching in the Secondary School
(Course Outline for Year 1982/83)

Rationale

Ed.C.I. 352 is the first of the required three Ed. C.I. courses for secondary education students. It is designed as a course leading students into the domain of curriculum and instruction at the secondary school level. As an introduction to C. & I. it is generalistic in approach, whereas the succeeding Ed.C.I. courses are increasingly subject specific to orientation.

In the eyes of the Department, Ed.C.I. courses are viewed in close conjunction with Practicum. Seen in the context of the phasing view of the Practicum, Ed.C.I. 352 is thought of in relation with Ed.Pra. 353 (Phase II). In keeping with the above sequencing of Ed.C. & I. experiences and the Department's view of the integration of Ed.C. & I. with practicum, Ed.C.I. 352 as it now exists has been developed under the following rationale.

Education Curriculum and Instruction 352 and its student teaching experience, Education Practicum 353, are based upon a number of social realities and fundamental assumptions. Making productive use of our time, efficiently utilizing space, and perfecting teaching skills are influential variables during an educational process, but people still remain the most important ingredient of teaching. We recognize the significance of this human priority and the important quality of human uniqueness, potential and dignity. Concerns dealing only with the effectiveness of teaching skills and techniques is not enough. As well, it is important to attend to the interaction between individuals and groups—the nature of relationships between human beings.

The secondary education program has evolved from the belief that use of efficient teaching skills are a means by which the important goal of educational exploration and self-growth as a teacher can be achieved. The purpose of this program is to provide the evolving teacher with several approaches to teaching—approaches that make human beings pivotal to the learning process, and that encourage joint interaction of students and teachers with their environment. An over-all goal is the kind of teacher education which theorizes, practices, probes, questions, challenges, analyzes, reflects, and applies. If teaching is to be considered a personal experience, then it must seek to increase self-awareness and self-acceptance through organized experiences which encourage self-analysis and self-reflection.

Progress toward such a goal rests upon several assumptions which provide the conceptual framework for the program:

1. Multidimensional

There is no all-encompassing "right way" of teaching. Teaching involves a network of experiences, meanings, and approaches which, by necessity, urges the process to be multidimensional. Teaching is always dynamic, never absolutely complete, constantly under construction, striving to understand. There is no absolute classroom reality; no one imposing perception of doing things. Since knowledge and skills must be about (in this case, teaching) we must recognize that it comes in many forms. Teaching is not merely an all-encompassing "recipe" implemented by a technician. Ed.C.I. 352 - Ed.Prac. 353 provides an opportunity to grapple with a variety of curriculum orientations and teaching experiences, the result being the emergence of a framework for constructing a personal pedagogical style.

2. Interaction

Meaningful learning involves interaction between learner and environment. The greater the frequency, the variety, and the intensity of that interaction, the more meaningful will be the learning. Each individual brings to the interaction a network of experiences and meanings. As these are shared, they help build genuine participation, personal decision making, commitment, and hence, responsibility.

3. Self-Growth and Understanding

Paradoxically, progressing as an individual teacher is something which a person must take responsibility for but which cannot be done in social isolation or simply by oneself. Teaching is a social activity which revolves around human relationships. Self-growth through an interpretation and understanding of teaching experiences is only possible through a constant dialogue with other human beings. Although the experience of student teaching can only become meaningful through constant interaction and dialogue with other people (a mutual sharing of values, ideas, knowledge, perspectives, etc.), awareness and self-growth is not that which someone gives to, or does for, him. Just as you cannot give (force into) a person knowledge, so becoming a teacher cannot be given or imposed. Coming to understand what it means to be a teacher is something everyone must do for themselves. Each individual must seek to probe various modes or dimensions of teaching. Since there is no all-imposing reality, formula, recipe or plan of teaching, educators should attempt to become aware and conscious of the many alternatives of being a teacher. As each person contributes to the creation of the alternatives (and takes responsibility for them), he also builds his personal interpretation of a learning experience. This in turn necessitates the need for the development of criteria by which to value or judge each alternative.

4. Skills and Techniques

Skills and techniques related to teaching are essential in that their acquisition is a means by which goals can be accomplished. Effective teaching skills and competencies, which are described and practiced, may be utilized within the larger task of developing understandings and meanings. In other words, successfully mastering the rudiments of teaching skills, enables the teacher to engage in higher levels of thought process and in conceptualizing about what you are doing.

5. Sequential Growth

Teaching, or any aspect thereof, does not occur haphazardly or in total isolation. Self-growth requires a sequential development of (theory, practice and reflection) which stimulates increasing levels of anlaysis and awareness.

6. Shared Reflection of Theory and Practice

There exists a reciprocal arrangement between theory and practice; one always influences the other. Opportunities should be provided, whenever possible, with a view to experiencing and examining theory and practice as differing aspects of the same thing.

7. Potential to Change

Contemporary Canadian society, characterized by established institutions, has been created by the efforts of human beings interacting on a day-to-day basis. Society has evolved to become what people have decided it should become. It remains or changes depending upon the values and actions of the citizens who are members of particular institutions. Since the institutions of society are socially created by human beings, so they retain the potential to be changed by those human beings.

The reality of education, one of the institutions in our society, has been socially created by students, teachers, administrators, governments, parents, and so on. Schools are the way they are because human beings have made them that way.

Whatever happens in schools, occurs because the people who dwell in them see to it that it happens that way. Whatever school life is (or becomes) depends upon the values, beliefs, assumptions, skills and meanings which teachers, students, etc., bring to the interactions and experiences of education. In other words, schools and classrooms become what we make them.

Likewise, it should be recognized that if education is the result of human thought and effort, it also remains within our power and potential to alter or construct new forms of education. Without an awareness of this capacity, little progress will be made. When student teachers understand that what has been educationally constructed over the generations need not be thought of as a static and unchanging (or unchangeable) reality, then education becomes a world of possibilities rather than a world of one possibility. The potential to construct new realities of education lies within each of us.

COURSE OUTLINE

UNIT I What is Teaching?

Introduction:

In this introductory unit, students are encouraged to begin to develop a framework that will allow them to gain skill in viewing teaching in different modes.

As a human activity, the mode of teaching can vary situationally depending on one's interests. For example, stress on the technical mode reflects interest in what teachers do; stress on the inter-subjective mode reflects interest in what it means to be a teacher or a student.

The student should be provided opportunities:

1. to become increasingly aware of different modes of teaching, forms of knowing, and conceptions of learning;
2. to become increasingly aware of what it means to teach and to teach well;
3. to explore qualities of classroom life that should be considered in the evaluation of teachers and teaching.

Unit II Communication in the Classroom

Introduction:

As a world of communicative acts, life in the Classroom can be viewed in a variety of ways. To begin to become sensitive to some ways this world is viewed is considered to be an important objective of this unit.

Students should be provided opportunities:

1. to become increasingly aware of ways in which person-person communication is viewed; e.g., communication as encoding/decoding system, communication as structure of meanings, etc.;
2. to gain some skill in observing and analyzing his own and others' communicative acts;
3. to become aware of oneself as a communicator;
4. to become aware of ones characteristics and how these effect communication;
5. to learn specific interpersonal and group communication skills;
6. to practice verbal and non-verbal skills in 1-1 and group educational settings;
7. to relate communication to other aspects of teaching.

Specific Topics:

A. i) Introduction - What Happens When Humans Communicate:
   ii) personal characteristics and communication
   iii) Models for Communication
   iv) Elements of Effective Communication
   v) Barriers to Communication
   vi) Dynamics of Group Communication

UNIT III APPROACHES TO LESSON PLANNING

There are several basic approaches to planning. Two of these are noted here. One approach is based on the assumption of a linear relationship between ends and means (e.g., the Tyler Rationale); another approach is based on the assumption of a reciprocal relationship between ends and means.

In this unit students are introduced to at least two approaches to planning. A minimum of two is considered essential to prevent a monodimensional view of planning.

Students should be provided opportunities:

1. to become aware of approaches to planning, and of the assumptions underlying each approach examined;

2. to view a lesson (or unit) in the context of (a) interests and intents (goals, objectives, etc.), (b) teacher activities/student activities, (c) teaching and learning resources;

3. to become aware of how to assess interests and concerns of both teachers and students within a classroom situation for the purposes of building a lesson or unit;

4. to select appropriate lesson/unit activities for both teacher and students. (It is assumed that teacher activities and student activities are not necessarily the same.);

5. to design appropriate opening and closing teaching/learning episodes for a lesson;

6. to design appropriate student assignments.

Specific Topics:

1) Lesson-as-Plan and Lesson-in-Use
2) Approaches to Planning (Lesson and Unit)
3) Objectives in Classroom Instruction
   a) Analysis of objectives in terms of orientations
   b) Writing objectives
4) Designing Classroom Activities
5) Selecting and Developing Instructional and Learning Resources
6) Assignments and Homework
7) The Course of Studies and Curriculum Guides

UNIT IV Instructional Techniques

Introduction:

The intention of this unit is to allow students to develop a sense of the relationship between instructional techniques and the classroom context.

The student should be guided in:

1. understanding the teaching skills as they relate to:

   a) the teacher's manner or personal teaching sytle;
   b) the media and materials of instruction;
   c) the pattern and levels of interaction between himself and his pupils.

2. understanding a variety of techniques of instruction such as techniques of explaining, techniques of reinforcement, etc.

Specific Topics

1) Basic Classroom Considerations of Teaching and Learning
2) Techniques and Procedures
   a) Motivational techniques
   b) Skills of explaining, reinforcing, etc.
   c) Group work in instruction
   d) Student oriented instruction
   e) Teacher centred instruction
   f) Resources and equipment focused instruction

UNIT V Questioning Modes

Introduction

Since good questions and questioning modes are integral to good teaching, the development of teacher competence in this area is of prime importance.

Students should be guided in:

1. recognizing how questions are contextually embedded. A question reflects the questioner's predisposed interest;

2. constructing questions requiring different modes of cognition in responses;

3. constructing questions requiring different levels of cognitive operations, questions with differing affective intents;

4. developing questioning techniques that are relevant to the teacher's or student's interest-at-hand.

Specific Topics:

1) Recognizing Modes and Levels of Classroom Questions
2) Structuring Questions
3) The Skill of Asking Questions
4) Effective Use of Student Responses

UNIT VI Classroom Management and Discipline

Introduction:

Practices and problems of classroom management and discipline are concerns of teachers. Classroom management was usually a consideration of those aspects of 'routine' such as distribution of class materials, daily schedules, as well as the problem of discipline (seen as securing and maintaining order).

The central contention of this unit is that discipline is largely a consequence of successful management by the teacher of lesson presentation, learning experiences, activities and pupil organization and their interactions in the classroom environment. It is through these management functions that there is the establishment and maintenance of discipline.

The student should be guided in:

1. defining the meaning of "respect" in a classroom situation;
2. relating classroom instructional problems and classroom management problems;
3. relating individual and group management problems;
4. describing the nature and dynamics of behaviorally oriented classroom management;
5. describing the nature and dynamics of the individual communications and classroom management;
6. describing the nature and dynamics of the group-process classroom management;
7. providing potential approaches of classroom management to given problem situations;
8. describing various effective classroom elements.

Specific Topics:

1. Review of Management Approaches
2. a) To Relate Classroom Instructional Problems and Classroom Management Problems
   b) To Relate Individual and Group Management Problems
3. Acting and Reacting in Classroom Situations
4. Various management approaches

UNIT VII Classroom Related Activities

The primary objective of this unit is to assist students in becoming aware of classroom related situations that go beyond regular instructional activities such as parent-teacher conferences, record keeping, grading and reporting and approaches of evaluation of teaching.

Department of Secondary Education

Ed. C.I. 352: Teaching in the Secondary School

Assignment 1

"Personal characteristics and teaching skills are important for teaching effectiveness." Provide for self-assessment by exploring what characteristics and skills are desired of the effective teacher. This self-exploration of the effective teacher could be perceived as the traits or skills you feel are important or wish to attain or develop. Briefly comment why these skills are necessary to be effective as a teacher. Then note on how you currently picture yourself as a teacher. You may be as metaphorical as you wish, but remember this is secondary to the process of self-discovery and self-examination. When you have completed and examined the teacher you want to be from the current self consider what steps you might wish to take or have the opportunity to follow in moving from the current self to the teacher you want to be. Essentially, you are asked to answer the following questions:

(1) What does it mean to be a teacher?

(2) What characteristics and skills are needed to be an effective teacher?

(3) What kind of teacher am I now? Do I want to be?

Notes:

(1) Length: 500-1000 words (two to four pages) in good essay format (cover page, headings and sub-headings, paragraphs, correct spelling, good grammar, etc.)

(2) We want a thoughtful statement (not merely ideas "off of top of your head"). Use ideas from your reading of the education literature.

Ed. Pr. 353

Assignment #6

(Alternative I)

The Lesson and Your Teaching Self

1. Include with your assignment

    a) Lesson analysis continuum.
    b) How did it go?

2. From the patterns that emerge from your analyses what are the positive aspects of your teaching? Make reference to those aspects in which you have experienced the greatest improvement.

3. From the patterns that emerge what specific concerns, weaknesses or problems can you relate. What improvements or alternatives do you feel may be attempted. Discuss these with your cooperating teacher.

4. From the data gathered, how might the planning and presenting of lessons be improved, modified or reinforced?

(Alternative II)

Student Teaching and Your Teaching Self

One of the purposes of student teaching was to help you gain experiences which will help you develop as a teacher. In this assignment you are to do a critical analysis of your student teaching. What were your reactions to it? How did you arrive at such reactions? What incidents, happenings, discussions or occasions stick out in your mind in helping you form your reactions?

To do this assignment well you should reflect on a critical incident or incidents which influenced you and your thinking. This may have been something that occurred in discussions with other teachers. It may have been an interaction with a student or students.

In writing up this assignment you can use data from incidents such as those above to react to the question: "How did my student teaching influence me as a teacher?"

You could also use your data to react to: "My student teaching experience--joys and disappointments."

A third alternative way to attack this analysis would be to react to: "The many faces of me as a (student) teacher."

These three items above are only suggestions to stimulate your critique. The task is to critique your student teaching from logical, social, emotional but ultimately your personal perspectives. In doing this, use specific data of occurrences or thoughts that you have had.

(Alternative III)

Teaching and Your Teaching Self

In the past weeks consideration was given to teaching with inherent references to the philosophies, styles, roles, approaches, methods, etc. Provide a critical review and analysis of classroom teaching as it relates to you the teacher. In this review express your views on teaching and how congruent these are to what is practical. You may want to make reference to the educational system or the experiences that took place within your school setting and student teaching. In your presentation suggest or describe aspects of a school and a teaching environment in which you would like to work.

(Data Collection for Alternative I)

The Lesson and Your Teaching Self

Your first assignment was designed to help you with a look inward--your values, goals, attitudes and beliefs as they relate to you the teacher. This exercise is externally focused. It will help you collect valuable data about observable phenomena in the classroom. The activities are designed to help you recognize some of the many classroom functions and behaviors in teaching that affect the oomplex whole. We wish to analyze a few manageable moments, especially as they relate to single lessons, and how you could effectively bring about changes. It is believed that through this self introspection and analysis, teachers grow professionally.

The first stage in examining your teaching self is data collection. Interpretation, evaluation, and judgment have no place in data collection. In data collection, you are simply gathering information. Be careful not to pre-select outcomes, or let your biases influence the data you collect, or interpret the data while collecting. As humanly possible, keep in mind the absolute necessity of remaining as open and objective as possible.

Once you have the data, you will use it to check for congruence between your ideal teaching self and you as you act in the classroom. With the data you will generate alternatives and will experiment with new behavior of your choosing. By becoming aware of our patterns, we are better able to identify those areas of our teaching considered positive, those areas we may wish to modify slightly, and those areas we may wish to change more drastically.

APPENDIX C

PILOT STUDY
(Tables IV to VII)

Table IV

Frequency of Ed.C.I. 352 Students' Free Response
Statements for "Ideal" Teacher and "Self" Concerns
(N = 21)

		Self	
Concern	Ideal	Pos.	Neg.
1. Knowledge of subject area	12	1	6
2. Understanding and caring for student needs	10	2	
3. Application of teaching strategies	8	2	1
4. Motivating students to learn	7	4	1
5. School and classroom organization	3	2	
6. Class control . . .discipline	6	5	
7. Communication Skills	7	2	1
8. Development of good rapport with students	8	5	
9. Development of sense of professional responsibility	2		
10. Development of respect between students and staff	5	2	
11. Teacher characteristics:			
a) sense of humour	11	5	
b) open-mindedness	5	2	1
c) honesty	5	2	
d) fairness	7	3	
e) appearance (neat)	3	1	
f) consistent (treatment of students)	2		
g) self-confidence	7	1	7
12. Teacher as socializing agent	3		
13. Teacher as enhancing extra curricular activities	3	2	
14. Teacher as helper; sharing knowledge	9	3	
15. Teacher as role model	7	4	
16. Teacher as improving educational system	2		
17. Teaching as challenging	3	2	
18. Teaching as providing social position	4		
19. Teaching as continual self-growth	8	8	

Table V
Frequency of Ed.C.I. 352 Students' Free
Response to Reasons for Choosing
Teaching as a Career
(N = 21)

Stated Reason	Number of Mentions
1. Opportunity to work with and help young people	16
2. Enjoyable work experience	12
3. Extra-curricular activities	6
4. Conveying knowledge to others	3
5. Challenging vocation	2
6. Need for improving the educational system	2
7. Important job to individuals (students and teachers) and society	2
8. Teaching as a continuing learning experience	1
9. Teaching as convenience	1

Table VI

Frequency of Ed.C.I. 352 Students' Free Response Statements by Topic of Concern (N = 21)

Topic	Early Concerns Number of Mentions	Later Concerns Number of Mentions
1. Curriculum mastery - content, methods and resources	20	6
2. Classroom management, discipline organization	16	6
3. Self-adequacy	15	7
4. Relationship and evaluation of cooperating teacher	8	4
5. Answering student questions	8	0
6. Motivating students to learn	4	2
7. Needs and interests of individual students	1	0
8. Curriculum development and innovation	0	0
9. Rationale for educational enterprise	0	1

Note: Early concerns = one week prior to Ed.Pr. 353.
Later concerns = first call-back session.

Table VII

Frequency of Ed.C.I. 352 Students' Response to Teaching Strengths and Concerns
(N = 16)
[Exam Question #4]

Topic	Strengths Number of Mentions	Concerns Number of Mentions
1. Classroom Management, discipline organization	2	6
2. Self-adequacy	0	4
3. Curriculum mastery - content, methods and resources	8	16
4. Communication skills	7	11
5. Motivating students to learn	4	7
6. Personal characteristics - sense of humour, enthusiasm, patience, honesty, fairness, open-mindedness	13	0
7. Enjoyment - working with adolescents	4	0

APPENDIX D

JOURNAL SYNOPSES AND REPORTING

INTRODUCTION TO JOURNAL REPORTING

In order to distinguish between reflective writing and chronological accounting of events, students were asked to read "Going to School for the First Time." The students were asked to highlight examples of emotion from the passage. This was contrasted to the type of reporting that describes in order: "first, we did X, second, we did Y, and then...."

It was noted that reflective comments by a reader of the journal would not be possible in a chronological accounting style, as described.

It was felt by example and contrast, students realized the type of writing (reporting) that would be most meaningful in their journals (logs).

GOING TO SCHOOL FOR THE FIRST TIME

(My First Classroom Experience)

At last, I'm six years old and I can go to school in September. Eagerly, I question—what school will I go to? (What will it be like?) My mother answers that I will go to Plains Road School and it's only two blocks from home. That's great! She also tells me that I must go and have a health examination.

It is a hot morning in June when my mother and I arrive at the school nurse's office. A doctor is waiting to examine me. We wait with other children and mothers outside the office. My name is called. My mother and I go in. I see the doctor in white with a stethoscope around his neck. I have taken off my clothes and hear giggling at the doorway to the office. The door is open slightly and I see a girl's eyes staring at me and giggling. I am angry.

September comes after an endless summer. My mother tells me that I'm not going to Plains Road School but to R.H. MacGregor (6 blocks away). I'm puzzled and disappointed. My mother explains that the school boundaries have been changed.

My first day of school! The sun is yellow and warm and there is the sweet smell of poplar trees in the air. My mother walks with me to the school gates and we say goodbye. An older boy takes me to my line. What will happen next? The bell rings. My line files into the fortress-like school. The hardwood floors shine and there is a smell of fresh wax. The sun coming in the windows is reflecting brilliantly off the floors.

My line files into Room 1, the room seems to be darker than the brilliance of the halls and other rooms. A stern, round lady with gray hair is standing at the front of the classroom putting us in seats. There is a box of letters placed in the upper left-hand corner of the desk—the alphabet. We learn the letters, from words from the box and sit quietly. Always, we sit quietly.

"Children are to be seen, not heard."

JOURNAL REPORTING SYNOPSIS A
for the Ideal Teacher and Values

September 23

1. Discussion of teacher characteristics [ideal] and why the exercise was important. This was tied in with values exercise.

2. Discussion too philosophical; the need for a more practical expression.

3. Differentiation of knowledge and skills needed [challenge-going beyond traditional limits, therefore, problematic].

4. A decision should be made, regarding the relevancy (or irrelevancy) of questions raised in class. Some felt that answering all questions was a waste of time.

5. Anticipation of change and growth felt by a number of students.

6. A feeling of mutual respect was recognized.

7. The teacher was seen as an agent of change.

8. A feeling of excitement about teaching was mentioned by several students.

9. Apprehension was expressed regarding peer teaching and assignments 2,3 and 4.

10. The room change was seen to be positive [from NB 131 to Rm. 401]. Atmosphere was discussed and the importance of physical surroundings recognized.

11. Class decision making was seen as important re: schedule and general input (journals).

12. Movement into different groups seen as positive. [John and I did not sit in the same places each day. This created movement and mixing within the class.]

13. [Problematic: not every class but where appropriate, time is the key.]

14. Theory without practice . . . only practicum can answer this fully.

15. Question raised: "Where does the decision making come in teaching?"

16. Student concern regarding teaching positions [available] when they graduate.

17. Fear of teaching expresses—"how will I perform?"

GENERAL COMMENT [by me to class]:

> Overall your reflections were great. Anxiety, anger, anticipation, motivation, comfort were all sensed which I feel is an indicator of the concern and caring for your own education and ultimately the type of education your students will get.

JOURNAL REPORTING SYNOPSIS B
for Models for Teaching and Lesson Planning

October 11

1. Regarding the discussions [problematic] some felt frustration with respect to the philosophical aspects: "no relevance to the class" and "if I don't know what is being said, how can there be relevance in the class?" A further concern was that of wasting time at the expense of more important areas such as lesson planning. Other members of the class stated that the discussions seemed clearer now and felt satisfied with being able to seek clarification by further questioning.

2. The feedback received by the students [individually] in the journals and in class was seen as helpful and generally appreciated.

3. Bloom's Taxonomy: many felt uneasy with its use in lesson planning [a result of being presented in a problematic way].

4. Remarks with respect to the development of a personal teaching style made by a few students [John and I as role models coming through].

JOURNAL REPORTING SYNOPSIS C
for Communication and Motivation

October 25

1. Remarks regarding the W. James Popham articles, Probing the Validity of Arguments Against Behavioural Goals, ranged from recognition of valid points raised to frustration with the article. The class generally responded negatively to Popham's article. The issue was dialogued further to include the micro-teaching tapes where many felt objectives were necessary as a guideline to the future evaluation of the lesson. Counter to this was the point that the child should be taught to evaluate for himself rather than being indoctrinated [hidden curriculum].

2. Communication: The presentation (introductory) which used the overhead projector and transparencies had a two-fold purpose:
a) to show that the teaching style did not suit the topic

(a few students picked up on this); and
b) to show how a large amount of material can be covered suitably using the overhead projector and the problems that can be encountered.

It was noted that: ". . . it is difficult to copy and listen at the same time." This tied in well with peer-teaching.

The Murder game (simulation), was seen as a good motivator and communicator.

3. Problematic: Society and schooling—who's knowledge? Who decides? Many felt this should be discussed more fully as well as behaviourism vs. humanism.

4. Some expressed feelings of anticipation for the Practicum assignments.

5. Ron Kutney's presentation of Practicum realities was perceived by many to be heavy handed while others appreciated knowing where they stood.

JOURNAL REPORTING SYNOPSIS D
for Cone of Experience, Questioning and Classroom Management

November 26

1. Dr. Wally Samiroden was received by the group very positively and the continuum presentation that could be used in a unit plan was recognized by many.

2. Dan (Phase III student) was also appreciated by many questioned him on his honesty [lack of] with respect to refusing to tell students when he is leaving. He felt it helped his control.

3. Classroom management section unfinished in terms of treatment but all the information [handouts] was presented. Regret was expressed that our discussion time was minimal here.

4. Micro-teaching was viewed by all as a valuable experience.

5. Many felt that the "Hidden Curriculum" should have been discussed during class time so that all could participate.

6. The teaching of Ed.C.I. 352 using a problematic approach was seen by most as a good experience since they felt that teaching was more than information passed on [more

than a recipe], while others felt that a better direction of presentation should have been taken which would involve more "doing" than "questioning why." This, they felt, would avoid confusion and frustration.

APPENDIX E

SEMI-STRUCTURED INTERVIEW QUESTIONS

A. QUESTIONS ASKED DURING INTERVIEW 1, September 29,30 and October 4

Q1. In your opinion, which component is the most important to the teaching-learning situation [dynamic]?

Q2. Is there a right way of teaching?

Q3. Do you feel that there is a place for technical or "recipe" teaching? Can classes be taught the same way year after year?

Q4. What do you feel is involved in [meaningful] learning?

Q5. What do you feel is involved in your self-growth as a teacher?

Q6. How does theory relate to practice?

Q7. What are the characteristics of a good teacher?

Q8. What are the three classroom values that you rank highest in priority for you?

Q9. Give any overall comments that you have on the course to date [including logs, handouts, discussions, etc.].

B. QUESTIONS ASKED DURING INTERVIEW 2, November 15,16,17

Q1. (a) What immediate concerns do you have with respect to Ed.C.I. 352/Ed.Pr. 353?
(b) What long range concerns do you have?

Q2. With respect to your own growth and development as a teacher, what would you say were three key ingredients [factors of importance] of Ed.C.I. 352?

Q3. Throughout the course we have not accepted "things as given" with respect to the units covered. Could you comment on the area or areas that we have questioned and state their significance to you?

Q4. What was the most important aspect of the micro-teaching experience to you? [importance of self-analysis?]

Q5. Last interview we talked about theory and practice; could you comment on this relationship now? Do you see reflection as part of theory and practice or separate from it?

Q6. How have issues in teaching and education been made problematic to you?

Q7. Comment on the usefulness (or lack of it) of journal reporting.

C. QUESTIONS ASKED DURING INTERVIEW 3, December 15,16,21

Q1. What was the most meaningful aspect of the Ed.C.I. 352/ Ed.Pr. 353 experience to you?

Q2. Have you had difficulty keeping your journal up to date while on your practicum?

Q3. How do you perceive the relationship between theory and practice now?

Q4. (a) How relevant do you feel Ed.C.I. 352 was? Did it prepare you (adequately) for Ed.Pr. 353?
(b) Outline any deficiencies in the Ed.C.I. 352 program [or entire Phase II program].

Q5. Comment on keeping a journal as part of the Ed.C.I. 352 program. How would you best be encouraged by your instructor to keep the journal current?

Q6. How important is the role of the cooperating teacher?

Q7. Are there any other points [or problems] that you would like to raise with respect to Ed.C.I. 352/Ed.Pr. 353?

APPENDIX F

SAMPLE ANALYSIS OF A STUDENT-VOLUNTEER INTERVIEW

INTERVIEW

Petra, December, 1982

Interview #3

I What do you think was the most meaningful aspect or part of the 352/353 experience? You can look at it totally or look at it separately, however you want to deal with it.

S I think in the 352, the most meaningful to me was the opportunity to interact with the other students. We had that everyday, every class. We had the opportunity to talk about our ideas, our theories, what we say was happening, etc., and I think I talked about this before, about how kids from other faculties are in the same class and that really helped me to understand how a school system works where you have to deal with not just your own subject, not your own class, but with other students too, with other courses. And I found out that when you're in the schools like in the 353, you have to appreciate the kids having homework from other classes, that another subject is just as important to them as your own. And you have to appreciate the teachers too, that they have to meet demands, you help each other out and you talk about different things in general, that's kind of the most meaningful that I got out of it. (1)

I Okay, good. When you were on your practicum, did you find it was difficult—I know I left it optional with you—did you keep a log or did you find it was difficult? If you did find it was difficult, maybe elaborate on it.

S Okay. I found it really difficult for a number of reasons. First of all, the time. I really didn't have time. I was so busy. Generally I didn't get home until about 10:30, 11:00 at night, just busy doing things, and then your lesson plans. Plus, I don't know if it's the same way with other people, but if you've gone through the day and you're really tired, you don't want to have to rethink it and evaluate it. You sort of say to yourself, "Well that's the way it went," and in your mind you sort of know what you'll do next time or you sort of think about what will happen next, how you'll prevent it or whatever, but you don't really feel like writing it all out. Your mind is going so much faster than your hand can write and you're just . . . . Also, somedays, there is virtually not that much you can write. I presented my lesson and they did their (2) work, it was fine. So it was difficult that way. But on the other hand, somedays, especially the days that I talked to my cooperating teacher about what was happening, then I was frustrated because I couldn't get through to him and I didn't have anyone to talk to and you have to write it down. This whole system is really bothering me, especially the first week. I was totally unimpressed with everything and I think I had to write that down. As it went on, I found it more and more difficult to write down what was happening. Things just go and I don't know.

I It's understandable. We talked about theory in practice the last couple of times so we have to make this complete too. How do you view theory in practice now?

(3)

S Actually, in the practicum, I didn't find they correlated very much at all. But I still think that some of the theory that we talked about can happen, and I'm still determined and I think it comes over time where your theory sort of comes out of your practice but your practice is out of your theory too. And I thought that in this four weeks I would get it all down pat but you don't even start. You're just mainly concerned with presenting your material and getting to know the students a little bit. You don't have time to really get into anything special or what you think is important. You sort (4) of model yourself after what is going on. But I still think, although talking to other teachers they said that it was crap and they said, "Don't even think about it, don't even disillusion yourself," and maybe I am but I still want to try. I still want to get into the non-traditional kind of way of setting up a classroom and we spent a lot of time talking about that it class. I think after maybe a few years it will come; after you feel comfortable in a classroom and you get to know yourself as a teacher a bit better. But right now, theory and practice didn't match at all.

Analysis

The beginning of Petra's third interview was selected as an example of analysis. It should be noted that with 160 pages of transcribed interviews, not all analyzed segments were used.

The interview themes identified were:

- a) Development of a Personal Teaching Style (PTS);
- b) Perceptions of Theory and Practice (TP);
- c) Ed.C.I. 352/Ed.Pr. 353 Course Critique (CC)
  - Journal Reporting [CC(a)] and
  - Preparation for Teaching [CC(b)].

The four bracketed sections were analyzed as follows:

1. Themes identified were PTS—understanding how the system works . . . and that students have commitments in other classes; and TP—the opportunity in Ed.C.I. 352 to discuss ideas and theories possibly leading to increased understanding of T and P;

2. Theme identified was CC(a), journal reporting—difficulty keeping it on practicum but it became a "Linus blanket" when frustration set in;

3. Theme identified was TP—theory from practice but practice influences theory; and

4. Theme identified was PTS—first from the standpoint of TP influence, then by modelling and desire to be a non-traditional teacher; self-growth to this point reflects theory and practice not matching at all, right now [emphasizes key point].